

A Message from Dr. Bell



This might not be a good time for me to be writing this monthly article. I just exited an ESU 10 Data Committee meeting where information was shared and analyzed as we work diligently to “partner with our customers to meet changing needs through professional expertise, training, and support”. At the end of the meeting I threw out an open question about what should be included in this month’s intellectual iteration that could be shared with all who go to the ESU 10 website. Jamey Boelhower, ESU 10 Remote Learning Specialist, piped up and told me to tell you everything I know and lessons learned so far from the ESU 10 Continuous Improvement

Process. Although that was a very good suggestion from Mr. Boelhower, I’m afraid the ensuing article would be quite brief so I am going to head in a different direction. I’m just trying to figure out what we don’t know.

Information, and interpretation of that information, is extremely important as we focus ESU 10 personnel and related resources to meet your needs. The author, Michael Fullan, is someone I have quoted in the past and some of his thoughts rumble through my mind again as I tackle this topic. What really is needed for this organization to survive and thrive in the current climate that governs our collective actions? In simpler words – how can we get the biggest bang for the bucks?

The yearly ESU 10 Survey is being assembled to be distributed to all of you by the end of March. We try to keep this document as short and succinct as possible, but there is key information that we need from you to make future program decisions here at ESU 10. We don’t want frivolous answers so we try not to ask frivolous questions. I hear complaints about the length of the survey and comments that it does not apply to some individuals. If it does not apply, please don’t use your valuable time to respond. If only parts of the survey are of interest to you, please just complete those parts. Any information that you can provide is appreciated. I’d rather know precise information, whether it is good or bad, instead of blithely assuming that everything we do is great and that the administrator should receive all significant leadership awards available due to his magnanimous and tireless efforts.

Since my trophy shelf is extremely bare, I am assured that much more work must yet be accomplished for us to be the ESU 10 that best meets your needs. There are only two trophies on the shelf. One is for being a great softball coach and the other lists me as the greatest grandpa – and there is current dispute in the family about the grandpa award status.

Thank you for all that you do for your students and communities. Thank you for letting us partner with you.

UPCOMING WORKSHOPS

March 2012

- 02 [Introduction to Autism Spectrum Disorders](#)
- 06 [Academic Quiz Bowl Grades 6-8](#)
- 06 [Windows Server Administration \(2 days\)](#)
- 12 [DIAL 4 Training](#)
- 13 [Primary Grades Teacher Network](#)
- 15 [PRTG Training](#)
- 16 [CTE Advisory Council and Coordinators Spring Meeting](#)
- 20 [PowerSchool Sharing Session](#)
- 20 [Windows Server Administration: Implementing Group Policies \(2 days\)](#)
- 28 [Advance Windows 2008 File Services](#)
- 28 [High Ability Learners 2011-12](#)

April 2012

- 02 [Academic Quiz Bowl - Grades 9-12](#)
- 10 [English Language Learners \(ELL\) Teachers Network](#)
- 17 [LAN Manager Meeting](#)

The increase in engagement and the students' level of concern has been phenomenal.
Sharee Josjor - teacher

The Adolescent Literacy Project helped me improve the methods I use to teach vocabulary in my science classroom. I have engaged the students more and have seen increases in test scores.

Courtney Zwink - teacher

These practices give my students an opportunity to be full participants in their education, they become an active part of the classroom each day and expect it as they enter my room.

Kimbrie Vlach - teacher

Although I felt we had strong teachers using effective instructional practices, our involvement in the ALP has made great teachers even better

Paul Anderson - principal

I was a little worried about using choral responses and "increased short writes" with seniors, but I have been thrilled with the increased engagement in my classroom.

Matt Koehn - teacher

I believe that all my students have been 100% more engaged since I implemented these strategies. The students have told me they are understanding words better and their weekly scores have improved since implementing the heuristic for learning vocabulary.

Ashley Isaac - teacher

I am going more in depth with my vocabulary teaching... Many of my students are developing an understanding of the vocabulary and concepts and actually using the words!
Christine Bowin - teacher





A Few Good Apps

For this month I thought I would write an article about a few interesting apps that I have used in the classroom and everyday life.

The first is Socrative, a student response system that allows teachers to do a number of interesting exercises

in the classroom. The first option allows you to emcee three types of questions (True/False, Short Answer, and Multiple Choice) during class. Student results are revealed in real time. A cool feature with short answers is the option to have the class vote on submitted answers. As a teacher you can edit the responses before you have the class vote on responses.

Some of the other options are quizzes (multiple choice and short answer), an exit ticket activity, and a Space Race team quiz option. Maybe the best part is that you do not need an iPod to use this service. There is a student web link and a teacher web link that allows you to do the same activities as the app.

Google Search App is a fun app to investigate information. It has an image search, voice search, and connects to your Google account to save your searches. The image search uses the camera on your device, it is not perfect, but it does a good job finding information from a single image. I think there are some creative ways to use this app outside the classroom, a nature scavenger hunt, or researching products for a Home Economics class.

The NYPL Biblion: World's Fair is an awesome interactive look into the World Fair of 1940 with articles and photos from the New York Public Library archives. This is an app that allows you to learn history through an event that connected the world. One of the stacks is "The World of Tomorrow," a look at what society thought the future would be like.

OK, I'm going to mention it... Words With Friends. My second son loves playing this game with his friends and family. His grandfather recently mentioned that he could see improvement in the words he was playing. Games can be a fun way to learn, and there are many game apps that are fun and teach at the same time.

Share your favorite apps on ESU 10's Facebook page.

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SEE CAMP 2012 OLYMPICS

June 4 – 15, 2012

On Your Mark, Get Set, GO!! The race is on; registrations are open for SEE Camp 2012. Olympics is the theme for the 2012 Summer Enrichment Experience Camp sponsored by ESU 10 and hosted at Grand Island Walnut Middle School. SEE Camp is an annual academic camp held the first two weeks of June for high-ability students in grades three through eight. Some classes being offered this year are: NASA Olympics, Art in Olympic Park, Math Olympiad, Gold Medal Drama, Torch Shuffle Choir, Olympic Jewels, and Olympics Illustrated. Don't let your students miss the opportunity to "win the gold" by participating in this challenging and fun academic camp. It's an experience of a lifetime.

Brochures are being delivered to your school on the ESU 10 media route February 28 through March 1. For additional hard copies or for more information, contact Trina Shaw at tshaw@esu10.org or 308-237-5927. The digital brochure is available [here](#).



Nebraska has a **CONCUSSION AWARENESS LAW—LB 260** which goes into effect July 1, 2012, and has implications for schools and youth sports organizations.

Be “In the Know” about Sports Concussions

A concussion **IS** a brain injury. It may be caused by a bump, blow, or jolt to the head or body.

A concussion **CAN OCCUR** during practices or games in any sport or recreational activity.

A concussion **CAN HAPPEN** even if you have not been knocked out and **CAN BE SERIOUS** even if you have just been “dinged” or “had your bell rung.”

A concussion **CAN CHANGE** the way your brain normally works.



What are the symptoms of a concussion?

One or more of the symptoms listed below may be noticed or the athlete may “just not feel right” soon after, a few days after, or even weeks after the injury.

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| Signs Observed by Coaching Staff | Symptoms Reported by Athlete |
|--|---|
| <ul style="list-style-type: none"> • Appears dazed or stunned • Is confused about assignment or position • Forgets an instruction • Is unsure of game, score, or opponent • Moves clumsily • Answers questions slowly • Loses consciousness (even briefly) • Shows mood, behavior, or personality changes • Can’t recall events prior to hit or fall • Can’t recall events after hit or fall | <ul style="list-style-type: none"> • Headache or “pressure” in the head • Nausea or vomiting • Balance or blurry vision • Bothered by light or noise • Feeling sluggish, hazy foggy or groggy • Difficulty paying attention • Memory problems • Confusion |

What should be done if a concussion is suspected?

Athletes, **tell your coaches, athletic trainers, and parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one of your teammates might have a concussion.

Get a **medical check-up.** A doctor or other health care professional can tell if you have a concussion and when it is ok to return to play.

Give yourself time to get better. If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and may cause more brain damage. It is important to **rest and not return to play** until you get the ok from a healthcare professional that you are symptom-free.

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What is the Concussion Awareness Law LB260?

Nebraska's new Concussion Awareness law LB 260 was approved by Governor Heineman on April 9, 2011. The bill becomes operative July 1, 2012. The intent of the legislation was to emphasize the importance of the issues surrounding sports concussions in young athletes and the use of procedures and precautions for keeping young athletes safe. LB260 applies to students in any Nebraska school or athletes 19 years of age or younger participating in any organized sports. The following are key provisions of the law:

- Schools and sports organizations need to make training available to all coaches
- Schools and sports organizations need to provide information to athletes and parents annually prior to the start of practice or competition
- Athletes should be removed from play if reasonably suspected of having a concussion
- Parents shall be notified of the injury, observed symptoms, and action taken
- Athletes shall not be permitted to return to play until evaluated by a licensed health care professional and given written clearance
- Athletes shall not be permitted to return to play until written parent permission is given

Where can you find additional information?

Approved trainings and additional resources are posted on the [Nebraska Department of Health and Human Services](#) website. More information is available on the [Brain Injury Association of Nebraska](#) website, or from the [Central Region Brain Injury Regional School Support Team](#).

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