

A MESSAGE FROM DR. BELL

March 2013



It is always fun and informational to gas up the ESU 10 van and head out on the highways to visit school districts. I had an “aha” moment on my most recent junket to the western part of the ESU 10 region. A constant theme was discussed by leadership personnel all along the route. Mark Aten, the distinguished Overton Superintendent, kicked off the initial thought when he lamented the fact that so many of his quality staff have, or will soon be, retired. The exodus of the “baby boomer” generation is in full swing. That exodus appears to be a two-edged sword. On one hand we lose a wealth of experienced

and well- trained people that school districts have expended extensive time and funds to actuate their continued excellence. On the other hand, there is a feeling of excitement as we wait to see what the next wave of young teachers bring to the table. It will be interesting to see what skills and talents they provide and how they move the world of teaching and learning forward.

All I know is that ESU 10 staff constantly monitors the needs of school districts and their personnel as we “partner with our customers to meet changing needs through, professional expertise, training, and support”. To help us better focus our energies and resources on your needs, I have discovered a new quick and easy assessment tool that I’m currently discussing with school superintendents. More information will be shared once I get around to all of the leaders. Not only would this tool help identify school district strengths and weaknesses; it would also arm ESU 10 staff with information to be used to create more specific and targeted solutions to meet your needs. Just like all of you, we need to be good stewards of the money provided us and constantly look for ways to maximize the dollars we receive.

On a lighter note, it is once again my favorite time of the year – March Madness. I’ve enjoyed listening to and watching the high school sport championships. Now it’s time for me to root for any college basketball team that competes against Duke University. I really have no favorites this year but enjoy watching the competition. I especially enjoy listening to the post game comments from the athletes. I wonder if we will ever be mandated to provide communication classes in high school to help our students with these interviews. Although, student athletes that live in this part of the country seem to handle themselves pretty well in these situations. One of my favorite interviews was delivered years ago by Charles Shackelford, a North Carolina State University basketball player. He tried to impress us all with his vocabulary and said, “Left hand, right hand, it doesn’t matter. I’m amphibious.” I still wonder if he played water polo on the side...

The annual ESU 10 survey will be on line soon. Please take the time to complete it when it arrives. We are trying to make it shorter, easier, and more specific. Thank you for your continued support of ESU 10.

March Workshops

- 11 [Academic Quiz Bowl
Grades 6-8](#)
- 14 [Academic Quiz Bowl
Grades 9-12](#)
- 14 [Using iPads in the Science
Classroom](#)
- 15 [CTE Advisory Council and
Coordinators Spring Meeting](#)
- 15 [Special Education Quarterly
Training](#)
- 21 [Using iPads in the Math
Classroom](#)
- 22 [Using iPads in the History
Classroom](#)
- 26 [Using iPads in the Language
Arts Classroom](#)
- 28 [Principal & Guidance
Counselor Forum](#)

April

- 02 [LAN Manager Meeting](#)
- 09 [NWEA Stepping Stones to
Using Data](#)
- 12 [iPad in the Elementary
Classroom](#)
- 24 [High Ability Learner](#)

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SCVNGR



Overview:

SCVNGR is the type of app that highlights the power of being mobile. The main goal of SCVNGR is going places, doing challenges, and earning points. You can do other people's challenges or create your own. The heart of the program is connecting the challenge to a physical place that then turns into a social experience. The website also allows you to create Treks. Treks are a collection of challenges that can take place at one site or cover different places to travel to.

SCVNGR has done a great job in the design of their app. Every challenge has the same four parts to it: Check-in, Social Check-in, Say something, and Snap a picture. When a place has been tagged in a challenge, every player has these options. The fun comes in the unique challenge you create at that location. There are two ways to create a challenge. The first is by gaining enough points at that location and unlocking the bonus "Create a Challenge" option. The second is to make an account on SCVNGR's website and build challenges or treks through the site. You get four challenges with your account; you can email SCVNGR to ask for more challenges. There is also a reward option you can unlock by contacting SCVNGR ([click here for more info](#)).

Why I like it:

It is fun. It represents how mobile technology can be used to create a social and engaging experience. Each Challenge or Trek has an activity feed that allows you to see how you stack up with other players. I used SCVNGR as the backbone of my Creative Apps workshop. I built a Trek that introduced SCVNGR and then used it to enhance the workshop.

The first part of the Trek was a photo challenge. The participants had to find a specific plant. I uploaded my picture of the plant, and they had to take their own picture once they found it. Next, I had two trivia questions they had to answer by asking specific colleagues during breaks in the workshop. If you were wondering, no, their answers were not on the activity feed, just their points. I then incorporated three discussion questions around other parts of the workshop. These challenges were added to the four template aspects mentioned above.

One aspect I enjoyed was adding media to the challenges. You can add movie files, pictures, or audio to your challenges to create even more personal touches. I filmed the instructions for one of the challenges and attached them to the game.

Use in the classroom:

I think this app has great potential for schools. Below are some ideas.

- Create Treks for athletic teams, band concerts, or the speech team. Time is not a factor for SCVNGR, so a Trek can be active for as long as you want. For example, to get fans to follow your team, create a season Trek that has each game as a challenge.
- Create a reading Trek for a semester. The location would be the classroom, but each book can have its own challenge.
- Visit historical sites, or set up a Trek before a field trip allowing you to ask trivia questions, gather photos, and just create a more engaging trip.
- Collect samples of plants for science class.

SCVNGR is one of those apps that reveals the power mobile technology has to enhance our everyday life, let alone what it can do for the classroom. I think you will find SCVNGR to be a great resource. Share your SCVNGR successes with me via Twitter ([jdog90](#)).





March is brain injury awareness month. Brain Injury can happen at any time and anywhere to anyone. In a blink of an eye, one's life can change drastically. It is estimated that more than 300,000 people in Nebraska have suffered a brain injury including concussions and more than 36,527 individuals live with a disability caused by a traumatic brain injury.



An Acquired Brain Injury is an injury to the brain, which is not hereditary, congenital, or degenerative and has occurred after birth. This can include anoxia, aneurysms, infections to the brain and stroke.

A traumatic brain injury is classified as being mild, moderate or severe. The majority of Traumatic Brain Injuries that occur are considered mild. Mild traumatic brain injuries are also known as concussions. On July 1, 2012, the Concussion Awareness Act became law in Nebraska. This law addressed how organizations involved with youth sports address concerns related to concussions.

Symptoms of a concussion typically fall into one of four categories.

Thinking / Remembering 	Physical 	Emotional/Mood 	Sleep 
Difficulty thinking clearly	Headache Fuzzy or blurry vision	Irritability	Sleeping more than usual
Feeling slowed down	Nausea or vomiting (early on) Dizziness	Sadness	Sleep less than usual
Difficulty concentrating	Sensitivity to noise or light Balance problems	More emotional	Trouble falling asleep
Difficulty remembering new information	Feeling tired Having no energy	Nervousness or anxiety	

Some of these symptoms may appear immediately after the injury, while others may take days or months to be noticed. The signs and symptoms of a concussion or a mild TBI can be difficult to identify early on. While the individual may look fine, they may act and/or feel differently and not know why.

Where can you find additional information?

- www.biane.org
- www.cdc.gov/concussion/signs_symptoms.html
- <http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>





Lenny VerMaas

Building Understanding of Algebra in the Middle and High School – July 16, 2013

Target audience: Middle and High School teachers

Building Understanding of Fractions for Young Mathematicians – July 17, 2013

Target audience: Elementary and Middle School teachers

During these interactive workshops, participants will develop a deeper understanding of the mathematical content so that students can learn and enjoy learning mathematics. Teachers will learn strategies and participate in activities to develop understanding, flexibility and adaptability in their students' mathematical skills. Strategies to reinforce and strengthen students' vocabulary will be shared. In addition a variety of alternative homework strategies will be shared to engage students and keep them interested in learning.

Both workshops will be facilitated by Lenny VerMaas. Lenny has twenty-eight years of classroom teaching experience at the middle and secondary level. For the last ten years, he has been a Professional Development Consultant with ESU 6 in Milford. In addition to mathematics content, he has trained teachers in a wide range of instructional strategies, brain compatible learning, effective use of homework, vocabulary acquisition, and student engagement. Lenny has worked on the development of the Nebraska Mathematics Standards as well as the NeSA-M, Nebraska State Assessment of Mathematics.

Registration is currently open on ODIE!

[Building Understanding of Algebra in the Middle and High School](#)

[Building Understanding of Fractions for Young Mathematicians](#)

For more information, contact Emily Jameson - ejameson@esu10.org.

SCIENCE KICKS2: COMING THIS SUMMER TO ESU 10!

Science KICKS2 (Keep Improving Content Knowledge and Skills 2) is a statewide project funded under Title II, Part B of the No Child Left Behind Act – Mathematics and Science Partnership Program. The goal of the project is to enhance the content knowledge and skills of Nebraska K-12 science teachers, thereby enhancing student achievement.

This year, three institutes will be open to ESU 10 teachers:

- [K-5 Elementary Institute](#) – ESU 10 ; June 17-20 and June 24-27
- [6-8 Middle School Institute](#) – Cedar Point Biological Station, Ogallala; June 18-21 and June 24-27
- [6-12 Physics Institute](#) – Millard West High School, Omaha; June 10-13 and June 17-20



Teacher benefits of participation include building science knowledge and the opportunity to think critically about your own instructional practice. Participants also receive a \$140 per day stipend (before payroll deductions), lodging (for those traveling over 75 miles one way), attendance at the NATS Fall Conference, and membership in Science Matters State and National networks. There is also the option of earning 3 or 6 hours of college graduate credit.

Applications are currently being accepted.

For more information, contact Emily Jameson, ejameson@esu10.org, or see the KICKS2 website, <http://kicks2.org>.

WORKSHEETS DON'T GROW DENDRITES: 20 INSTRUCTIONAL STRATEGIES THAT ENGAGE THE BRAIN

On February 6, 2013 more than 100 teachers and administrators involved in ESU 10's Adolescent Literacy Project participated in Dr. Marcia Tate's workshop based on her best-selling book, *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain*. The workshop was highly engaging as Dr. Tate modeled nearly all 20 strategies throughout the day. Participants experienced numerous activities that can be used with students to ensure that ALL learners are engaged, learning, and achieving.

This workshop was planned to further Adolescent Literacy Project participants' understanding of how to plan engaging lessons that enhance the literacy strategies promoted through the project. Although the 20 instructional strategies promoted by Dr. Tate were not new to the world of teaching, she highlighted the brain research

supporting the strategies and provided numerous concrete examples of how they could be incorporated across the content areas in order to take advantage of how the brain learns best.

The entire day was a positive, energizing training opportunity which left participants motivated to begin using the strategies. Comments such as "...excellent modeling for me to implement back in my classroom", "...reinforced prior learning and gave us more strategies to use that encourage engagement", "This was the most valuable and engaging workshop I've ever been to", and "I can't wait until I get to use these strategies tomorrow!" were heard and noted on the workshop evaluations as teachers and administrators left at the end of the day.

Dr. Tate's Strategies That Take Advantage of How the Brain Learns Best:

1. Writing
2. Storytelling
3. Mnemonic Devices
4. Visuals
5. Movement
6. Role Play
7. Visualization
8. Metaphor/Analogy/Simile
9. Reciprocal Teaching
10. Music
11. Graphic Organizers
12. Drawing
13. Humor
14. Discussion
15. Games
16. Project-Based Instruction
17. Field Trips
18. Manipulatives
19. Technology
20. Work-Study

For more information about the Adolescent Literacy Project contact the **ESU 10 Professional Development Department at (308)237-5927.**

