



Schoolhouse News



April 29, 2011

ANNOUNCEMENTS:

- **Memory-Enhancing Teaching and Learning:** Yes, the same kid who can level-up multiple times in an hour of complex video gaming and recall minute details of every movie watched is the same one who cannot remember to take out the trash on Tuesdays or recall spelling words practiced the night before the test. Forget turning your lessons into interactive video games, Judy Willis (neurologist and educator) has some easy-to-implement ideas for improving students' memories. Check out "[Memory-Enhancing Teaching and Learning](#)" in the e-bulletin, *ProPointers*, for tips that can work in your classroom and maybe at home too!
- **Lemonade Day Indianapolis:** 10,000 kids have been signed up for Lemonade Day! They plan to start Lemonade Day at the Governor's Residence from 10:30am – 11:30am. The Boys & Girls Club of Indianapolis will have a stand set up there so come and hang out with the kids, the Governor, and folks from the Think Forward Foundation and bring a few \$1 bills. Feel free to bring your families and invite friends too. Think Forward will head out from the Governor's Residence to stop at stands around the Greater Indianapolis Area. There will be maps for you. Lastly, a mobbing giving campaign has been launched to reach the fundraising goal. If you would like to share this with your employees, colleagues and friends, it would be a big help. You can donate \$5 by texting "lemonade" to 20222. The donation will be added to your phone bill. For more information, you can visit www.lemonadeday.org and click "Indianapolis."
- **Teacher Merit Pay:** "Daniel Pink speaks to the science behind motivation, and he raises issues about the efficacy of merit pay in general, especially in a complex undertaking like teaching. " Thanks to Bob McDaniel for sharing this short video. <http://www.youtube.com/watch?v=u6XAPnuFjJc>
- **Purdue University** is offering graduate courses and internships in Interdisciplinary Career and Technical Education during their summer session. [Please click here for more information and a full list of sessions.](#)
- **Retirement Celebration:** Phil Davis long time Principal at Mt. Comfort Elementary (Mt. Vernon of Hancock) will be honored at an open house Wednesday May 18th at Mt. Comfort Elementary School from 4:30-7:00. All are welcome. Those wishing to send regards may mail best wishes to Phil at Mt. Comfort Elementary 5694 W 300 N Greenfield, IN 46140. Please RSVP Denise Smoot at 317-894-7667.
- **Work and See the World:** Put your skills to work in a foreign land in an International American School after you retire. It's the perfect job for living in a foreign country and to get paid for doing it. Don't miss this opportunity to lead a school in a different part of the world. The National Association of Elementary School Principals, in partnership with the Office of Overseas Schools of the U.S. Department of State, invites you to consider a principal position in one of these regions: Central America, South America, Europe, Middle East, Africa, or Asia. The primary language spoken in these schools is English and most are accredited through U.S. education accreditation associations. The schools range in size from 20 to 3,800 students, have highly qualified teachers, a very supportive parent community, well-funded academic programs and motivated students. For more information to see if this is right for you, contact: Marilyn Campbell by email at marilyn.campbell@comcast.net or by phone at 503-381-6222.
- **Used Chemistry Textbooks Needed:** Bloomfield Jr/Sr High School is looking to purchase used chemistry textbooks. They are looking for Chemistry I, **Glencoe Chemistry: Matter and Change ISBN 0-07-866418-7**. If you have any to sell please contact Janice Barker by phone at 812-384-9605 or by email at jbarker@bsd.k12.in.us.

- **Intellect Wave Chair** - Item Iw4/343469 - Line2 - 07/14/06 - IW418/5x/PND/FS/NP. Christel House Academy has had serious problems with the preceding batch of chairs. If your school has also experienced issues, please contact Carey Dahncke by email at cdahncke@chacademy.org.
- **Principal Honored:** We were pleased to attend the 2011 Distinguished Alumni Award program at Indiana University Southeast at New Albany last week. They honored Myra Wright Powell, Borden Elementary Principal, NAESP Representative and IASP Executive Board member with their 2011 Distinguished Alumni Award. Myra earned three degrees from IU Southeast: Associate Degree in Recreational Leadership, a Bachelor of General Studies, and a B.S. in Education. She earned her M.S. in education from IU Bloomington. We are proud of IASP's Elementary Principal of the Year 2010 as she received her latest leadership award and special honor with her family at her side.
- **Family Fitness Challenge Kick-Off:** Senator Lugar is partnering with Purdue Extension and FitCity for the Family Fitness Challenge held April 18 through May 16. During the five week challenge, the sponsors will send a weekly newsletter to participants with tips on healthy lifestyle habits to practice. Participants will be able to track their improvements by entering their activities in an online database. The top 100 participants will receive recognition from Senator Lugar for their efforts towards a healthier lifestyle. The challenge will take place in eight central Indiana counties including Boone, Hamilton, Hancock, Hendricks, Johnson, Marion and Shelby. During the challenge, families are encouraged to eat healthy and exercise in order to achieve healthier lifestyles. Click on the following link to view the first newsletter:
<http://www.fitcityindy.org/userfiles/The%20Family%20Fitness%20Challenge%20Week%201.pdf>
 For more information on the Family Fitness Challenge or to register for the newsletter, visit
<http://www.fitcityindy.org/fit-friends/>
- **Principal Survey:** Please help Tara Rinehart of North Montgomery schools as she works to complete her graduate work. She is in need of principals to complete a 5-10 minute survey regarding her dissertation topic. Please take the time to assist her in her work. <http://www.surveymonkey.com/s/specialeducationconfidence>
- **Global Indiana:** If you or your school has participated in a student exchange of any kind as a result of your travel to China, or if you are planning such an exchange in the next year or so, please email the details to Phil Boley at philipmb@hrtc.net. As Global Indiana applies for grants, it is important for them to celebrate our successes. Your partnerships and travels are great examples of such success. Please take a minute to email Mr. Boley the following:
 Example: Jones Middle School—16 students and 9 adults visited Liushi Experimental School in the summer of 10. This is the minimum information needed, but please send more if you would like.
- **Global Indiana:** For the first time ever, A Key Leader Global Indiana trip will be going to Xian, home of the Terra Cotta Warriors! Dr. Mary Ann Dewan will be leading this trip, which will also include Beijing, Hangzhou, and Shanghai. Register by June 1 and receive a \$100 discount! For details, [click here](#).
- **AdvancED** is seeking an Associate State Director to support the Indiana State Director in managing accreditation service activities in Indiana. The position is full time beginning August 1, 2011. The Associate State Director's position is a flexible location with some time spent in the State Office in Terre Haute. [You can find a complete job description here](#). The position closing date is May 20, 2011.

- **Edleaders Network:** Visit the Ed Leaders Network now by going to www.edleadersnetwork.org. Watch the [free webinar](#) and [subscribe today](#). IASP members can subscribe for only \$99; use the Discount Code “eln-earlybird” when you are ready to check out online. You can also subscribe through the IASP website and use a school or corporation PO or check. Go to <https://www.formstack.com/forms/?1033437-G7r8QEduUt> and submit your form to IASP, we will take care of all the rest!
 - Here is another great reason to belong to ELN. We received the following resources as a part of a discussion forum through ELN. The website and resources are great for having kids involved in learning about NASA, and SnipSnip.It helps you manage online videos you might not be able to access from school. The forum is a low key email that offers ideas and strategies to you; you can reply or just read and file away for later. I get just one email from ELN a day, and only when new topics are posted which allows for easy management.

Nasa's 50th Anniversary Flash Feature

What it is: [NASA's 50th Anniversary Flash feature](#) is a website that is absolutely not to be missed. Seriously, it won't even hurt my feelings if you skip reading my post and just head right on over to dig in and check it out yourselves! This interactive timeline highlights each decade in our space program from 1950 to 2000. Until we get time travel sorted out, this is a pretty good substitute! The site encourages exploration and discovery as students move decade by decade through the site. I love that this site goes so far beyond just space exploration. While students explore, they will hear music representing each decade, see animations, listen to virtual radio broadcasts of actual news headlines (including NASA news and other news from the decade), original video, listen to speeches of the decade and even launch rockets.

How to integrate [NASA's 50th Anniversary Flash Feature](#) into the classroom: This is one of those sites that you could let kids loose on just for exploration. Without any guidance from you they will learn plenty! Ideally kids would explore this site in partners or on their own in a one to one computer lab setting. If each student has a computer, headphones will be a necessity. If individual exploration just isn't in the cards, visit the site as a class with an interactive whiteboard or projector-connected computers. Invite students up to the computer (whiteboard) to take turns guiding the class. The site has plenty of interactive content to give each student a chance at the computer (whiteboard). Unless you have a good chunk of time dedicated to the site, this is one that I would stretch out over a week. Each day students can explore a new decade. Go to ilearntechnology.com to see more!

Technology Webinars Available through ELN

Conquering Info Clutter for Educators

Cyber bullying - 21st Century Problems/21st Century Solutions

Google Calendar

Networking Yourself and Your School Through Social Media

PowerPoint Tips and Tricks

Skype for Educators

Top 6 Occupational Hazards of Being a Principal

Twittering for Educators

Wordle: Applications for School Leaders



- **GEEO Travel Program:** GEEO is offering 9 different travel programs for the summer of 2011: India/Nepal, Vietnam, Egypt, Turkey/Jordan/Egypt, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Argentina/Uruguay/Brazil, Peru and Costa Rica. Registration deadline is June 1st, 2011, however some of the programs will be full before then. Educators have the option to earn graduate school credit (3 credits through Indiana University) and professional development credit while seeing the world. The trips are 8 to 23 days in length and are designed and discounted to be interesting and affordable for teachers. GEEO also advises teachers on how to find funding to subsidize the cost of the trips. GEEO provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and University educators and administrators, as well as retired educators. Educators are also permitted to bring along a non-educator guest. Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org<<http://www.geeo.org/>>. GEEO can also be reached 7 days a week, toll free at 1-877-600-0105 between 9AM-9PM EST.

- **Department of Education** staff change. Jeff Zaring is leaving the Department of Education. The following is a message from him. IASP is appreciative of all that Jeff has done for us as we have worked on the accountability models. We wish him well in his new phase and venture. We have already arranged a meeting with Molly to continue our dialogue.

Friends and Colleagues,

You may have heard through other sources that I am leaving the Indiana Department of Education. My last day is April 29. On May 2, I go to work as Executive Director of a foundation that is associated with a fraternal organization of which I am a member.

My State Board of Education responsibilities will be taken over by Becky Bowman. My accountability responsibilities will be taken over by Molly Chamberlin. I certainly have enjoyed working with all of the organizations, associations, and individuals who work to improve education for Indiana's students.

Regards Jeff

➤ **The Power of Children Awards: Deadline Extended!**

Are you, or is someone you know in grades 6 to 11, making a difference in the lives of others? The Children's Museum of Indianapolis is now accepting applications for the 7th Annual Power of Children Awards: Making a Difference.

The Power of Children Awards recognize youth who have seen a need and created an extraordinary project to benefit their fellow citizens, neighbors, and communities. An adult can nominate youth in Grades 6 to 11 and the nominee should also complete an application and statement about their individual project.

Application Deadline:

5 p.m. Saturday, May 7, 2011

Award winners receive:

- A \$2,000 grant to further their work
- A four-year scholarship to an Indiana institution of higher education
- Inclusion in the museum's permanent exhibit,
The Power of Children: Making a Difference

Nominate a youth from your community today!

For more information, call 317-334-4140.

- **Trimester Schedule:** Lakeland Middle School is requesting information concerning middle schools on a 5 or 6-period trimester schedule. Please direct all information/attachments/responses to klake@lakeland.k12.in.us.

- **Riley Child Development Center Workshops:** These two, half-day workshops will provide participants with more knowledge of sensory integration and attention deficit hyperactivity disorders (ADD/ADHD). Participants may attend one or both sessions. **Sensory Integration Workshop: There's Something Sensory Going ; ADHD - Too many pills, too little understanding?** Parking in the adjacent Riley Outpatient Garage will be validated for participants. Course fees of \$50 per session or \$90 for both sessions include materials and parking. Certificates of completion for three contact hours for each training session will be provided to those who complete the workshop. [Course Details](#) | [Course Registration](#)

Job Openings

- **Northwestern High School** has a full-time German teaching position open for the 2011-2012 school year. Please contact Tim Edsell at tim.edsell@nwsc.k12.in.us if you have candidates that may qualify.
- **Christel House Academy (CHA)**, a public charter school authorized by the Mayor of Indianapolis, is seeking a qualified individual for the Sports Coordinator position. This is a part-time, stipend position. Duties will include coordinating and planning 4th-10th grade (expanding to grade 12) sports program, assigning referee/umpires, and supervising various coaching positions. This person will develop a plan for CHA to enter the IHSAA as we move to a full capacity high school by 2014. CHA is in its 6th year of sports programming and 1st year as a high school. Applicants should have a wealth of resources and knowledge of running an athletic program. This is an excellent opportunity for someone that is eager to pioneer a young program and would be keenly suited to a recently retired Athletic Director that wishes to keep active with a small and developing program. Interested Applicants should submit the following required materials to mtrout@chacademy.org : (1) Cover letter indicating interest in the position (2) A complete resume

NATIONAL NEWS

- **Whatever you think about KIPP, you're right:** Mathematician's new study confirms that KIPP succeeds greatly with kids when it succeeds, but indicates that its failure rate with more difficult-to-educate students is comparable to the failure rate of the toughest neighborhood schools.
<http://www.huffingtonpost.com/john-thompson/kipp-and-its-critics-are-b-848911.html>
- **Experience wanted:** Education reformers are a diverse group, of every political stripe, race, and ethnicity, but one thing characterizes a surprisingly large number of them: they attended private schools.
<http://www.nytimes.com/2011/04/18/education/18winerip.html?pagewanted=1>
- **New evaluation standards take root in TN:** New teacher evaluation standards passed by the Tennessee Board of Education will base 50 percent of a teacher's evaluation on student performance, with some flexibility.
<http://timesfreepress.com/news/2011/apr/16/student-performance-key-new-teacher-evaluations/>
- **Principal Violates Fourth Amendment in Seizure, Search of High School Student:** You can view the article [here](#).
- **Don't wait until 4th Grade to Address the Slump:** It is, perhaps, education's Bermuda Triangle. For decades, educators have wrung their hands over a puzzling phenomenon that often occurs at around age 9 or 10: Students who were previously doing well in school see their performance dip, sometimes permanently. Research offers some insights into the possible causes and solutions for what Jeanne Chall and her colleagues dubbed "the 4th grade slump." <http://www.ascd.org/publications/educational-leadership/apr11/vol68/num07/Don't-Wait-Until-4th-Grade-to-Address-the-Slump.aspx>

- **Charisma: Did Lincoln Have It--And Do School Leaders Need It?** “I am not a bold man. But I have the knack of sticking to my promises.” (Abraham Lincoln, on the Emancipation Proclamation)

Eyewitnesses who heard Lincoln speak at public events often provided similar initial reactions, at first, he was unimpressive. The best first impression example occurred during Lincoln’s famous Cooper Union Address to a packed audience in New York City on February 27, 1860. During the first few minutes of Lincoln’s speech the event organizers were panic-stricken with regret as they watched this gangling, long-limbed man from Illinois, with his awkward movements, high-pitched voice, and country accent. Had they made a mistake, asking this western lawyer to address a sophisticated New York audience? However, as Lincoln settled down, his words, compelling ideas, and enthusiasm, slowly but surely mesmerized the audience. By the end of the speech the crowd was standing, and for several minutes roared their approval when Lincoln said, “Let us have faith that right makes might!” Lincoln had catapulted himself; he was now a serious national candidate for the presidency (Harold Holzer, *Lincoln at Cooper Union*, 2004).

Yet, following the speech, Lincoln was still long-limbed and awkward, his accent, and high-pitched voice had not changed. What had changed was the feeling of the audience. The power of his ideas, his commitment to principle, had carried the day. Did Lincoln have charisma? The answer is no, if charisma hinges on fluid movements, first impressions, and the ability to instantly capture an audience. However, if one measures charisma as the ability to win an audience through the power of ideas and authentic passion for principle, then the answer is yes. Maybe a new definition of charisma is needed: follow me, as I follow you, so that together we can meet the challenges facing our teaching and learning community. <http://edge.ascd.org/Charisma-Did-Lincoln-Have-It-And-Do-School-Leaders-Need-It/blog/3507505/127586.html>

- **Support State-Led Comprehensive Literacy Programs:** As part of the budget negotiations for FY 2011, Congress eliminated funding for all federal literacy programs, so it is vital that a new program be created as part of the reauthorization of the Elementary and Secondary Education Act. Fortunately, Sen. Patty Murray (D-WA) and Rep. John Yarmuth (D-KY) will soon be reintroducing a comprehensive, early childhood through grade 12 literacy bill, and we now need your help to gain Congressional support for this landmark legislation.

The need for the Literacy Education for All, Results for the Nation (LEARN) Act is clear. Literacy development first begins in early childhood and continues throughout elementary, middle level, and high school. Because of this, it is essential that literacy interventions are targeted to students at every grade level. Deprived of these interventions, research has confirmed that struggling students are more likely to fall behind their peers in academic achievement, including college and career readiness. This holds especially true for poor and minority students. According to the National Assessment of Educational Progress, more than two thirds of all fourth and eighth graders are not proficient readers, and these students are disproportionately poor and minority.

Click [here](#) to take action! Combined with this information and your own experiences and knowledge, YOU have the power to be a reform agent. By sending an email that urges your members of Congress to cosponsor (support) the LEARN Act, you will help us take a step towards improving the lives of students across the country!


While a draft form letter has been provided for you when you click the link, it is suggested that you personalize the letter with stories from your own school and send Amanda or Mary these stories if you are willing to let us use them for future advocacy efforts around this bill.

- **Flawed conclusions:** A report from the Harvard University Program on Education Policy and Governance and a brief from Education Next (by the same author) that claim nations with performance pay for teachers score higher on PISA tests is flawed, according to a review from the National Education Policy Center. After statistically controlling for variables, the report and brief conclude nations with some form of merit-pay system have, on average, higher scores in reading and math. However, the review finds the reports make no distinctions between fundamental differences among countries in their types of pay system, and overall program duration and history is not addressed. Therefore, "the unknown intensity of program implementations argues against drawing broad lessons." The sample size of the report and brief -- 28 countries -- means inclusion or exclusion of a single country results in large shifts in size of reported relationships. Finally, the type of regression-based analyses used to support the performance-pay conclusion does not properly consider that background variables differ in terms of relationships with student scores, and definitions across the countries under study are often divergent. Read more at <http://nepc.colorado.edu/thinktank/review-pisa-performance-pay>

- **Policy Changes Can Help Districts Avoid a Funding Cliff:** When fiscal year 2012 begins later this calendar year, we will see many school districts hit what education law and policy experts call the “funding cliff”: Revenue from state and local sources will not yet have rebounded—state and local governments are usually the last to recover from a recession—and the billions of dollars of federal stimulus funding poured into public schools over the past two years will nearly have run out. Sadly, some districts already have plunged down that cliff. Fiscal Accountability in the ESEA: When Congress reauthorizes the Elementary and Secondary Education Act, which it could do this year; it has an opportunity to add new fiscal-accountability measures to the law.

Specifically, Congress could require that as a condition of receiving funding under the ESEA, each state must: (1) help school districts create immediate, additional cost savings; (2) publicly monitor districts’ fiscal health and create a plan for escalating involvement when a district nears and reaches fiscal crisis; and (3) assist in stabilizing districts’ revenues for the long term. Solutions involving the private sector are also possible: A state could authorize private-sector agents to insure school districts against fiscal crisis, possibly even requiring districts to pay into the insurance plan at a given rate. Or, a state could authorize its districts to enter into particular types of private contracts, such as derivative instruments, which could be designed to stabilize a district’s revenues over the long term. Because these complex contracts can be risky for municipalities, state regulation and oversight are especially important.

<http://www.edweek.org/ew/articles/2011/04/20/28bowman.h30.html?tkn=VODCJENTzfO2EBHj998J9RQKjaD5jPrulr7&cmp=clp-sb-ascld>

- **Gates, Pearson Partner to Craft Common-Core Curricula:** As states and school districts grapple with how to teach the skills outlined in the new common standards, [two foundations announced](#)  a partnership aimed at crafting complete, online curricula for those standards in mathematics and English/language arts that span nearly every year of a child’s precollegiate education. In a conference call with reporters, officials from the Gates and the Pearson foundations said the project will create 24 courses: 11 in math, for grades K-10; and 13 in English/language arts, for grades K-12. Four of those courses will be available for free online through the Gates Foundation. The full 24-course system, with accompanying tools including assessments and professional development for teachers, would be available for purchase, likely through Pearson, the for-profit company that operates the Pearson Foundation, in New York City. The foundations’ curriculum work joins a swirl of activity on the common-core-curriculum front. Education publishers and other groups have been working to adapt or create materials for the new standards. States and districts themselves are working on curriculum to capture the new learning expectations. A half-dozen organizations that received a previous, \$19 million round of funding from the Gates Foundation are moving ahead with that work as well. ("[Gates Awards Grants to Buttress Common Standards](#)," Feb. 24, 2010.) The foundation also provides support to Editorial Projects in Education, which publishes *Education Week*. News of the partnership was received with a mix of skepticism and open arms. Kent Williamson, the executive director of the National Council of Teachers of English, said he worries that this or any curriculum developed by companies would be presented as a one-size-fits-all solution for teachers. “We have ample evidence that solutions that attempt to be comprehensive almost always are inadequate, partly because they’re not developed from the relationship between the local teacher and students,” he said.

<http://www.edweek.org/ew/articles/2011/04/27/30pearson.h30.html?tkn=WNPFB2J3HKGWYQI5rTI4uAICURTF%2FytzB26&cmp=ENL-EU-NEWS2>

- **Job Openings:**

[Superintendent](#) – Beverly Hills Unified School District, Beverly Hills, CA

[Superintendent of Schools](#) - Clarence Central School District, Clarence, NY

[Associate Superintendent](#) - San Mateo County Office of Education, Redwood City, CA

[Superintendent of Schools](#) - The Osceola County School Board, Osceola County School District, FL

[Chief Financial Officer](#) - Des Moines Public Schools, Des Moines, IA

[Director of Community Relations & Legislative Liaison](#) - Des Moines Public Schools, Des Moines, IA

- **Group Calls for Comprehensive Literacy Plan:** The common standards in English/language arts have gotten more people talking about the literacy skills students need to master. They press into territory that isn't the focus of most state standards, such as discipline-specific literacy strategies and learning how to grapple with increasingly complex texts. (I wrote about some of this stuff in a recent story here.) The Alliance for Excellent Education, which pushes for policies that improve high schools, is drawing on some of those ideas to argue for a more comprehensive approach to literacy instruction in the reauthorized Elementary and Secondary Education Act. The alliance argues that reworking the law offers an opportunity to move literacy instruction ahead, especially when it comes to middle and high school students. In a new policy brief, the group reviews the landscape of students' literacy performance, noting the gaps between what state tests say about their skills and what NAEP says. It repeats the oft-noted point that schools typically provide no systematic literacy instruction beyond 3rd grade, assuming that once students have learned to read, they can "read to learn" on their own. Read the full brief here: <http://www.all4ed.org/files/EngineeringSolutionsLiteracy.pdf>. Read the full article here: http://blogs.edweek.org/edweek/curriculum/2011/04/high_school_group_calls_for_co.html

IASP NEWS

- **IASP District 2 Spring Meeting:** On Friday, May 6 2011 at 7:30am EST IASP District 2 will hold their spring meeting at Christo's Banquet Center in Plymouth. The address is 830 Lincolnway East. Dr. Al Long, author of *Alone in a Crowd, One Mentor, One Child, One Journey* will be the featured speaker. There is a small fee of \$10 for breakfast. Please RSVP to caclark@npusc.k12.in.us or sherrillj@mishawaka.k12.in.us.
- **District 10 Meeting:** The last District 10 meeting for 2011-11 will be at Cricket Ridge Golf Course in Batesville for lunch (11:30) and 9 holes of golf (1:00) on Friday June 10- both paid for through sponsorships and our treasury. More information forthcoming, make plans to attend and join with your colleagues to close 2010-2011.
- **District 11 Celebration:** Come celebrate the District 11 Retirees and the Principals of the Year! We will meet at the Haub House in Haubstadt on Wednesday, May 11 at 5:30 pm CDT. Elementary principals contact Kelly Carlton at 985-3180 or at kcarlton@northposey.k12.in.us. Middle School and High School administrators contact Jerry Funkhouser at 833-2077 or at funkhouserjw@msdmv.k12.in.us
- **generationOn Disaster Relief Resources:** Resources at generationOn can help children and young adults better understand how to be a part of the disaster relief, even when the disaster is far away, through lessons of philanthropy. Resources can be found at: <http://generationon.org/global/big-happenings/operation-kids-help> or http://learningtogive.org/lessons/disaster_relief/ Both of these will take you to the LTG classroom lessons and service projects on the topic of disaster relief. Like all LTG lessons, they are coded to state academic standards. I'm attaching the LTG resource page mentioned, so you can see all the possibilities to help support this effort. Just log onto the generationOn website: www.generationon.org and you will find an index page with disaster relief lessons and project ideas for grades K-12 from the Learning to Give link.
- **Aspiring Principals Conference:** IASP hosted the conference for Aspiring Principals on April 17 and 18 and it was a great success. Over 60 future leaders gathered and shared over the two days with speakers and activities. Our facilitators, Christine Collier, Ron Ward, and Chuck Muston led the group through topical discussions and helped conduct mock interviews with all the attendees. Terry Thompson, Tara Rinehart, Danny Tanoos, J.T. Coopman, and Jim Halik were educators who passed along tips and stories to promote the role of the principal, while also keeping us laughing at the challenges we face daily. Thanks to all who helped during these two days and welcome to our newest IASP members! Our future is bright with leaders like these ready to help our kids!

IASP LEGISLATIVE UPDATES

- Clearly the legislation that passed out of the House and Senate this week will impact Indiana educators for numerous years. Thanks to all who gave their voice to the process. Here is an update on key bills for Education. We will provide a more thorough analysis of the session once all the bills and amendments have passed and the session closes.
- **Senate Bill 1:** This bill passed out of the Senate on a 29-20 vote. It passed out of the House on a 60-32 vote on 4/20 and the Senate concurred 36-13. It is now on to the Governor for his signature. Key elements include annual staff evaluations for all certified staff, new categories of teacher evaluations, increments tied to evaluations (and student data), and cancellation of teacher contracts. <http://www.in.gov/legislative/bills/2011/PDF/ES/ES0001.2.pdf>
- **Senate Bill 497:** This bill passed the Senate 39-10 and the House 57-38. It is now back in the Senate to consider the amendments that were added. It provides an early graduation scholarship based on a formula to students who graduate in 3 years. <http://www.in.gov/legislative/bills/2011/PDF/ES/ES0497.2.pdf>
- **Senate Bill 575:** Governor Daniels has signed this bill into law. Collective Bargaining is now limited to wages and wage related benefits; hours must now be discussed but cannot be bargained. Also, the bill excludes evaluation processes and forms from collective bargaining. It limits the number of teachers the association can appoint to serve on corporation and school committees. Finally, current teacher contracts may not extend past the budget biennium. <http://www.in.gov/legislative/bills/2011/PDF/SE/SE0575.1.pdf>
- **House Bill 1002:** This bill passed out of the House 59-37 and out of the Senate 29-20. It returned to the House which concurred and passed the bill on Wednesday 4/27. This will now go to the Governor for his signature. It establishes the Charter School Board as a statewide sponsor, expands the virtual charter school program, allows private schools to sponsor charter schools, adds accountability to charter schools and authorizers, and states that 90% of teachers in a charter school must be licensed. <http://www.in.gov/legislative/bills/2011/PDF/EH/EH1002.5.pdf>
- **House Bill 1003:** The House concurred on the Senate version and passed this bill 56-43 on Wednesday, 4/27. It will now go to the Governor for his signature. Provides School Scholarships (Vouchers) to parents who send their children to private school and increases the school scholarship tax credits program. This version now provides funding for home school parents for certain educational expenditures. Students have to attend two semesters of public school prior to applying to a private school and obtaining the voucher. Limits the amount of the voucher to \$4500 per year for students in grades 1-8. <http://www.in.gov/legislative/bills/2011/PDF/EH/EH1003.2.pdf>
- **House Bill 1369:** This has passed the Senate 33-16 and is now titled "Education", though it really focuses on a Pay to performance program for school administrators. The House dissented on the Senate version and the Conference Committee couldn't agree, also. Your voices have helped them reconsider the salary provision. Requires the department of education and school corporations to work together to set performance goals for improvement in: (1) student performance; (2) retention of students and graduation rates; (3) budgeting and fiscal performance; and (4) other areas determined by the school corporation. Requires a contract of employment entered into between the governing body of the school corporation and a school administrator to include provisions concerning compensation based on the individual's performance in meeting the goals for improvement for certain criteria. An administrator's salary will be 95% of their contract amount with the remaining 5% available after meeting the performance goals. <http://www.in.gov/legislative/bills/2011/PDF/EH/EH1369.2.pdf>

INDIANA NEWS

- **Principal Leadership Conference...Discovering Voice and Vocation:** Focusing on the core values of IPLA and the goal of excellence in school leadership, Butler University's College of Education and the "Legacy Group" have joined together to offer a two day summer seminar on June 28 and 29. Please view the [flier](#) for more information.
- **Ball State University Residential Leadership Series:** Experiences are interdisciplinary in nature, and feature Ball State University faculty, as well as a wide spectrum of guest lecturers. Credit hours earned under EDAD 692 may be applied toward degree requirements or license renewal. The 5 meetings are on Saturdays from 9 am to 4 pm. [Click here for the flyer.](#)
- **Lawmakers show support for Indiana's afterschool programs:** State lawmakers passed a resolution Monday supporting Indiana's out-of-school time programs and the positive impact of Indiana's 21st Century Community Learning Centers. The [Indiana Senate Resolution 101](#) acknowledged:
 - On a daily basis, 30% of Indiana's K-12 youth, a staggering 332,642 children, are left unattended after school hours.
 - Only 10% of Indiana's K-12 youth, or 112,379 children, are served by after school programs.
 - The unemployment rate for high school dropouts is 15.4%, compared to 9.4% for high school graduates and 4.7% for college graduates.
 - Between the hours of 3 p.m. and 7 p.m., when children are out of school and parents are still at work, children are left unsupervised and are most at risk for juvenile crime, substance abuse, and teenage pregnancy.

The Resolution also recognizes the importance of 21st Century Community Learning Centers (21st CCLC), the only federal program that provides funding for afterschool programs and the largest funding source for afterschool programs in the nation. Last year, Indiana received \$12 million from the U.S. Department of Education, enabling more than 20,000 youth from pre-school to high school to participate in high quality afterschool and summer programs statewide. Indiana 21st CCLC data shows that these programs are boosting academic achievement, attendance, and positive behavior among participating students.

While the overall U.S. Congress budget appropriation for afterschool programs is still unknown, there was reportedly an informal recommendation from the House and Senate Appropriations Committees that funding for the 21st CCLC initiative be reduced by \$10 million in addition to the 0.2% cut, resulting in a funding reduction of approximately \$12.3 million.

"If this funding is cut, it could have a significant impact on Indiana's students and families," said Debbie Zipes, Executive Director of the Indiana Afterschool Network. "The Indiana Senate Resolution is an important testament by our state's visionary leaders about the critical role of out-of-school time programs in preparing youth for success."

According to researchers at Johns Hopkins, two-thirds of the achievement gap between high and low-income students can be explained by unequal access to summer learning opportunities. Studies show that high quality afterschool and summer programs can help turn around summer learning loss, close the achievement gap between high and low income students, and expand learning that takes place during the school day. By participating in afterschool and summer programs, kids and teens can get an additional 64,800 minutes of academic and enrichment experiences to expand their learning each year—which amounts to the number of minutes in 144 school days.

- **Fundraising Opportunity:** A new license plate will raise money that will be granted to Indiana mentoring organizations. The Indiana Mentoring Partnership has received approval from the Indiana Bureau of Motor Vehicles for "Mentor a Child" specialty license plate. Half of the money raised through statewide sales of the license plate will be distributed through grants to mentoring organizations. To be eligible for a grant, your mentoring organization simply needs to demonstrate evidence of your efforts to sell the license plate.

[More info >>>>](#)

IDOE NEWS

- **Common Core State Standards Update:** A new Common Core State Standards webpage now hosts several resources to assist school leaders in providing additional information to teachers as we continue our Transition to the Common Core State Standards. You will find the following information at www.doe.in.gov/commoncore under the Transitioning to the Common Core Standards heading. Dr. Schauna Findlay has provided this [Memo](#) and [Road Map](#) as a part of the DOE support for the transition to the CCSS.
- **Meeting on Senate Bill 1 and Senate Bill 575:** This is an exciting time to lead Indiana's schools, and the Indiana Department of Education wants you to be able to use the increased flexibility provided this session as soon as possible. To make sure school leaders have the information they need regarding Senate Bill 1 (educator evaluations) and Senate Bill 575 (teacher contracts), the department will hold an informational meeting on this new legislation Monday, May 16, 2011 from 9 a.m. to 12 p.m. at Pike High School auditorium, 5401 West 71st Street, Indianapolis 46268. The meeting is open to district superintendents, school board presidents, school attorneys and business managers. **Each district may send up to four people to the meeting in Indianapolis.** Those school leaders who cannot attend the meeting in person may participate via WebEx or watch live streamed video of the meeting online. Information on registering for the meeting or the WebEx will follow in the days ahead.

\$\$ GRANT TIPS OF THE WEEK \$\$

U.S. Department of State: Teachers for Global Classrooms

The Teachers for Global Classrooms Program is a professional development opportunity for middle and high school teachers from the United States to participate in a program aimed at globalizing U.S. classrooms. Activities include an online course; two Global Education Symposiums in Washington, D.C. (pre- and post-travel); and an international fellowship through a two-week country visit upon successful completion of the online course. Maximum award: a fellowship, including two weeks' travel to Brazil, Ghana, India, Indonesia, Morocco, or Ukraine. Eligibility: full-time secondary-level (middle or high school) teaching professionals with five or more years of classroom experience in disciplines including English as a Second Language, English Language or Literature, Social Studies, Mathematics, or Science, who are also U.S. citizens. Deadline: June 15, 2011.

<http://www.irex.org/project/teachers-global-classrooms-program-tgc>

Earth Island Institute: Brower Youth Award

The Earth Island Institute Brower Youth Award recognizes young people for their outstanding activism and achievements in the fields of environmental and social justice advocacy. Maximum award: \$3,000, a trip to California for the awards ceremony, and a wilderness camping trip. Eligibility: youth ages 13-22. Deadline: May 16, 2011.

<http://www.broweryouthawards.org/article.php?list=type&type=12>

Best Buy Children's Foundation: @15 Community Grants

The Best Buy Children's Foundation @15 Community Grants empower teens to thrive by helping them excel in school, engage in their communities, and develop life and leadership skills. Maximum award: \$10,000. Eligibility: nonprofit 501(c)3 certified organizations located within 50 miles of a Best Buy store or Regional Distribution Center that provide positive experiences that will empower early adolescents (primarily ages 13-18) to excel in school, engage in their communities, and develop life and leadership skills. Deadline: August 1, 2011.

http://www.bestbuy-communityrelations.com/community_grants_rfp.htm

National Inclusion Project

Submit a playful proposal! The National Inclusion Project funds recreation programs for children with special needs. Grant range: \$20,000. Deadline: October 31, 2011. [More info >>>>](#)

ESA Foundation

The ESA Foundation funds nonprofits that utilize technology and/or computer and video games to educate children and youth. [More info >>>>](#) Grant range: \$50,000. Deadline: May 15, 2011.

Captain Planet Foundation: Grants for the Environment

The Captain Planet Foundation funds hands-on environmental projects that encourage innovative programs that empower children and youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum award: \$2,500. Eligibility: 501(c)3 organizations. Deadline: June 30, 2011. <http://www.captainplanetfoundation.org/default.aspx?pid=3&tab=apply>

GenerationOn Mini Grants

generationOn is making available \$250 Mini-Grants in March and April for schools or teachers that would like to apply. (Two teachers from the same school may apply together for a multi-class or school wide project for a total of \$500). These Mini-Grants are to be used for service-learning projects that would be done in March, April, or May. These grants are funded through the generosity of the Lilly Endowment to support student engagement in philanthropy education and service-learning. The LIVE LINKS to the online applications are available to you by contacting Joan Belschwender at generationOn@iasp.org and requesting it. One of the terms of receiving the mini-grants is to register on the generationOn website www.generationOn.org. Please click [here](#) to see list of suggestions for using your mini-grant.

NAIS: Challenge 20/20 Partnership

The National Association of Independent Schools invites schools to participate in Challenge 20/20, a program that brings together one school from the United States and one school from outside of the United States. Teacher-student teams from both schools work together throughout the fall 2011 school semester to come up with a solution to a global problem. Challenge 20/20 is based on Jean Francois Rischar's book, High Noon: 20 Global Problems, 20 Years to Solve Them. Maximum award: international cooperation and collaboration between youth. Eligibility: all U.S. schools, elementary and secondary, public or private. Deadline: August 15, 2011.

<http://www.nais.org/resources/index.cfm?ItemNumber=147262>

Toshiba America Foundation: Grants for Math and Science

The Toshiba America Foundation makes grants for projects in math and science designed by classroom teachers to improve instruction for students in grades 6-12. Maximum award: \$5,000. Eligibility: Grades 6-12.

Deadline: August 1, 2011. <http://www.toshiba.com/tafpub/jsp/home/default.jsp>

Do Something: Seed Grants

Do Something Seed Grants can be used towards project ideas and programs that are just getting started, or to jump-start programs and realize ideas for the first time. These grants can also be used towards projects that are already developed and sustainable, towards the next steps of the project and organization to help as the project expands. Maximum award: \$500. Eligibility: U.S. or Canadian citizens aged 25 or under. Deadline: rolling.

<http://www.dosomething.org/grants/faq>

AIAA Foundation: Grants for Excellence in Math, Science, Technology and Engineering

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

<http://www.aiaa.org/content.cfm?pageid=244>

Twenty YouthTouch matching grants to enhance Math and Science learning

Each year, Goldenrod Research Corp selects up to 20 schools to receive matching grants for a YouthTouch system. YouthTouch, suitable for elementary and middle school students, integrates Math, Science and technology within the framework of the existing curriculum, via hands-on learning activities. The comprehensive package includes robotics and fluid power equipment, instructional materials and on-site teacher training. YouthTouch generates excitement in the classroom while complementing -not replacing- your existing curriculum. Each school selected will receive all the tools necessary to provide 3rd through 8th grade students with hands-on technology learning experiences designed to impart a firm comprehension of ratios, estimating, coordinates, graphing, plus over 100 other concepts integrating Math, Science, Language Arts, and Social Studies through technology. The comprehensive package includes equipment, accessories, instructional materials and staff development. YouthTouch activities are mapped to the US curriculum standards, and they emphasize critical thinking, problem solving and teamwork. Best of all, kids love YouthTouch. [See the letter for full details.](#)



National Teacher Appreciation Week is coming soon.

On **May 2-6th**, honor your outstanding teachers all week

Gerald and Todd