



Online News

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AESA Online News

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AESA News

1. Friday April 30 deadline for 2010 Annual Conference Call for Presentations

The deadline for submitting a proposal to present at the 2010 AESA Annual Conference is Friday, April 30. Proposals are submitted online at www.aesa.us. There is a hot link to the proposals submission area on the AESA welcome page in the 2010 Annual Conference section.

The conference theme is "Meeting Challenges ... Celebrating Success."

This year's conference will have four stands:

- ESA Board Members setting direction through policy, leadership, and innovation
- ESAs assisting schools in meeting the four U.S. Department of Education principles:

- Achieving equity in teacher distribution/certification
- Improving the collection and use of data
- Improving the quality of standards and assessment
- Improving struggling schools
- Technology leading us into the future through student, financial, online learning, data warehousing, student learning systems, personal learning networks, and global networking.
- Innovative ESA programs that meet challenges and demonstrate success

AESA encourages CEOs/Superintendents, Board Members, and staff to submit proposals. If your proposal includes an AESA Business Partner, Business Member, or other commercial partner, the majority of the presentation must be about the ESA's activity and led by the ESA staff.

AESA Business Partners News

2. May 16 national conference call for Nova Southeastern University's Masters and Doctorate programs for ESAs

Nova Southeastern University (NSU) and AESA will be hosting a conference call Sunday, May 16 for candidates interested in NSU's Master's and Doctorate Programs in Organizational Leadership that are customized for ESA members and constituents. The call will be at 7 pm Eastern (6 pm Central, 5 pm Mountain, 4 pm Pacific).

The national cohorts of ESA participants in either the Master's or Doctorate program will be able to address their educational and business needs and unique non-profit leadership role:

- Find the course content you have been seeking including classes that incorporate the topics of entrepreneurship, non-profit accountability, accreditation, operations, and investing as well as techniques for influencing statutes and political agendas.
- Develop strategic action plans using cutting-edge education and business models that will organize, motivate and guide others to achieve organizational and team goals.
- Benefit from leadership perspectives of the information age and the success of international education and educators.
- Enroll in a program that was designed for you, with the guidance and support of your AESA leadership. Attend an international University that was voted #1 Online University in 2009 by Online Education Database, is the 6th largest not-for-profit accredited university in the country and has the most innovative, accessible, and technologically advanced programs in the nation.

"A Sunday call is unusual, but we thought it was the best time for everyone, given the difficulty of scheduling a national call during the busy work week," said Brian Talbott, AESA executive director. To register for the call, email Talbott at btalbott@aesa.us.

3. AESA's miSolution discount benefit program covers the entire family

Are you interested in obtaining a wider range of benefits and saving your employees and your school district's employees money in the process? The AESA **miSolution discount benefit program** might be your answer!

In partnership with Great American Financial Resources[®], Inc., AESA is proud to partner in a program that can help you obtain supplemental health and lifestyle discounts and benefits that no other employer can. Also, your entire family is included under one membership!

For *just cents a day*, the **miSolution Discount Benefit Program** introduces a combination of seven discount medical and lifestyle benefits, including:

- Consult-A-Doctor[™] – 24-hour access to prescribing medical physicians over the phone and via e-mail

- Savings on dental care
- Vision discounts
- Roadside assistance
- Travel assistance
- Pharmacy savings*
- Discounts on vitamins and diabetic supplies

For additional details on the Discount Benefit Program or to join as an individual for \$10/month, visit www.miquotes.com/aesa. If you would like your ESA or school district to join, please contact Ray Chappano at **(800) 438.3398, ext. 11371** or via e-mail at rchappano@gafri.com.
**Pharmacy discounts are not insurance, and are not intended as a substitute for insurance. The discount is only available at participating pharmacies.*

New AESA Business Members

4. EthicsGame addresses Bullying, Plagiarism, Cheating, and Whistle-blowing

EthicsGame.com, a new AESA business member, provides practical, real life dilemmas students face, including: Bullying, Plagiarism, Cheating, and Whistle-blowing (alcohol use)

EthicsGame addresses these dilemmas the form of online Topic-Based Simulations for high school and middle school students, faculty, and building leadership. Simulations are self-paced, online learning experiences that immerse students in the complexity of solving real-world ethical dilemmas. Appropriate for use in classroom, online, blended, and accelerated instruction, these robust, in-depth simulations integrate easily into an existing curriculum.

The Value to Educational Service Agencies is that with EthicsGame ESAs can help their constituents in the following ways:

- Train the Trainer curriculum: ESA staff can become certified trainers of the EthicsGame curriculum, which can be added to the ESA's professional development services offerings.
- School Professional Development: Once certified, ESA trainers can provide professional development for their schools' principals, teachers, and/or staff.
- Student curriculum: ESAs can further the dialogue by offering schools a turnkey, ethics web-based curriculum for their students.
- Communications Package: Through EthicsGame's communications package, schools can share informative columns 8-times annually through their existing parent website portal or parent newsletters.

ESAs receive reduced AESA member pricing for becoming certified trainers, as well as 30%-55% royalties for professional development, student curriculum, and/or communications support to their schools' teachers, staff and parents. For more information go to www.ethicsgame.com or contact Dr. Christina McCale at cmccale@ethicsgame.com or 720-202-9387.

AESA Business Members News

5. TERC provides workshops for Number, Data, and Space K-5 Mathematics

Investigations Workshops at TERC is entering its 14th season. We offer professional development opportunities for teachers using the Investigations in Number, Data and Space K-5 math curriculum developed at TERC, designed to help all children understand fundamental ideas of number and operations, geometry, data, measurement and early algebra. If you are interested in either hosting or attending a workshop for your teachers this summer, please contact us at investigations_workshops@terc.edu. For information about our offerings, please visit <http://investigations-workshops.terc.edu/>.

6. LanSchool releases Teacher's Assistant app for the Apple iPad, announces Windows MultiPoint Server 2010 support

LanSchool Technologies this month announced that LanSchool v7.4 now includes support for the Apple iPad with a new app called the Teacher's Assistant, and that its LanSchool v7.4 supports Windows MultiPoint Server 2010.

- **Apple iPad app released**

The Teacher's Assistant allows teachers to perform critical classroom management features such as thumbnail monitoring, sending messages, blanking screens, voting, limiting the web and applications.

"The Teacher's Assistant is just the beginning of our support for the iPad, iPod, iPhone devices." said Dana Doggett, president of LanSchool. "Very soon we'll release the Teacher's Assistant on the iPod touch and iPhone, and a student app for all of the devices. We are committed to helping schools adopt these platforms by allowing teachers to monitor, manage, and increase collaboration with students."

The LanSchool Teacher's Assistant pairs with an existing LanSchool Teacher console to manage and monitor PCs, Macs and Thin Clients. The app can pair with either Windows or Mac OS X LanSchool teacher consoles. Once paired, teachers are free to teach away from their desk and still perform critical classroom management actions. For more information go to:

www.lanschool.com/ipad.

- **Windows MultiPoint Server 2010 support**

LanSchool Technologies has also announced that LanSchool v7.4 supports Windows MultiPoint Server 2010 for both the teacher console and student software.

Windows MultiPoint Server 2010 is a new Windows product targeted at educational institutions, for use in classrooms, labs and libraries, which allows multiple users to simultaneously share one computer. LanSchool worked jointly with HP and Microsoft to develop and test LanSchool v7.4 on HP MultiSeat hardware. For more information contact LanSchool at 1-877-370-5546.

LanSchool can be found on the Web at www.lanschool.com or by calling 1-877-370-5546.

7. EDmin Offers Free Trial of Total Reader

Total Reader™ is an online reading assessment system that will motivate students of all skill levels. Using the scientifically proven Lexile Framework® for Reading, students are matched with appropriately leveled, high-interest texts and provided with real-time reading scores.

Total Reader answers the student's need for individualized feedback, targeted reading, intervention measures, and guidance for improvement. Total Reader answers the teacher's need for an easy-to-use tool that helps differentiate instruction and provide accountability.

Contact EDmin now and your classroom, school or district can take advantage of these benefits for free until June 30, 2010. There is no purchase necessary. This offer will allow you to establish a Lexile benchmark for the end of the school year. If you decide to continue using Total Reader after the free period, discounted rates are available for the 2010–2011 school year. For more information visit www.totalreader.com. Please call 1-877-705-1084 or email info@TotalReader.com to sign up.

8. Ascend Math provides i3 grant template

Ascend Math is offering ESAs members a template, which will assist their partner districts with the application for Investing in Innovation Fund (i3) grants. The template includes the key aspects of the grant, including information specific to how Ascend Math meets key grant initiatives and priorities.

Ascend Math is relevant for Validation Grants and Development Grants for two of the four priorities outlined in the i3 Innovation Grants. The relevant priorities are:

- Innovations that Complement the Implementation of High Standards and High-Quality Assessments
- Innovations that Turn Around Persistently Low-Performing Schools.

For more information visit <http://www.ascendmath.com/i3.html>. To request a draft copy of the application template, contact Laura Webb (877) 843-0277 lwebb@ascendmath.com. To view Ascend Math's **April** webinar visit <http://www.ascendmath.com/webinar.html>. To request a live webinar <http://www.ascendmath.com/presentation.html>.

U.S. Department of Education

What Works Clearinghouse reports released in March:

9. New Quick Review examines study of Harlem's Promise Academy Charter Middle School

This study examined the effects on academic achievement of offering students enrollment in the Promise Academy charter middle school. The school is sponsored by the Harlem Children's Zone[®], which combines reform-minded charter schools with a web of community services designed to provide a positive and supportive social environment outside of school.

The study analyzed data on about 470 New York City students who applied for enrollment in 2005 and 2006 as entering sixth graders. The number of applicants exceeded the school's capacity, so enrollment offers were granted by random lottery.

The study measured effects by comparing the outcomes of students who were selected in the lottery and offered enrollment in the school to students who were not selected in the lottery.

Student outcomes were measured in sixth, seventh, and eighth grades using standardized statewide math and English language arts (ELA) tests. For more information, go to: <http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=134>.

10. WWC Quick Review of the Report "Effectiveness of Reading and Mathematics Software Products: Findings for Two Student Cohorts"

The study examined the effects of ten reading and mathematics software products on student achievement.

The study analyzed data on more than 11,000 students in 400 classrooms and was conducted in 23 primarily urban, low-income school districts. The number of students in the analysis of each curriculum ranged from about 600 to about 2,600.

Volunteer teachers were randomly assigned to either incorporate the computer software into their curriculum or to continue using their regular curriculum.

The study tested the effectiveness of each software product by comparing the standardized test scores of students in classrooms using the products to those of students in similar classrooms not using the products. For more information go to:

<http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=126>.

11. WWC Quick Review of the Article "Culture and the Interaction of Student Ethnicity with Reward Structure in Group Learning"

This study examined the effects of different reward systems used in-group learning situations on the math skills of African-American and white students.

The study analyzed data on 75 African-American and 57 white fourth- and fifth-grade students from urban schools in the northeastern United States.

All students participated in a 15-minute study session that involved learning about multiplication estimation. The study sessions occurred in three-person, racially homogenous, gender-mixed groups.

The key outcome was the score on a 15-item multiple choice test that involved estimating answers to multiplication problems.

Students were randomly assigned to three different reward-system groups. The study measured effects by comparing the scores of students in these three groups. For more information go to: <http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRID=136> .

12. Intervention: Lindamood Phoneme Sequencing®

The *Lindamood Phoneme Sequencing® (LiPS®)* program (formerly called the *Auditory Discrimination in Depth® [ADD]* program) is designed to teach students the skills they need to decode words and to identify individual sounds and blends in words. Initial activities engage students in discovering the lip, tongue, and mouth actions needed to produce specific sounds. After students are able to produce, label, and organize the sounds with their mouths, subsequent activities in sequencing, reading, and spelling use the oral aspects of sounds to identify and order them within words. The program also offers direct instruction in letter patterns, sight words, and context clues in reading. *LiPS®* is designed for emergent readers in kindergarten through grade 3 or for struggling, dyslexic readers. The program is individualized to meet students' needs and is often used with students who have learning disabilities or difficulties. The version of the program tested here involved computer-supported activities.

LiPS® was found to have potentially positive effects on alphabets, reading fluency, and math, no discernible effects on reading comprehension, and potentially negative effects on writing for students with learning disabilities. For more information go to: http://ies.ed.gov/ncee/wwc/reports/learning_disabilities/lips/index.asp .

13. Intervention: Voyager Reading Programs

No studies of the *Voyager* reading programs (*Voyager Passport™*, *Voyager Passport Reading Journeys™*, and *Voyager Universal Literacy System®*) that fall within the scope of the Students with Learning Disabilities review protocol meet What Works Clearinghouse (WWC) evidence standards. The lack of studies meeting WWC evidence standards means that, at this time, the WWC is unable to draw any conclusions based on research about the effectiveness or ineffectiveness of *Voyager* reading programs on students with learning disabilities. For more information go to: http://ies.ed.gov/ncee/wwc/reports/learning_disabilities/voyager/ .