



# CADA

**California  
Association of  
Directors of  
Activities**

## Core Values

### Activities Offer an Instant Opportunity to Exceed Common Core Standards

By Kathleen Wilson Shryock  
Reprinted from the Advocate – Alliance for Student Activities



For educators and students across the country, Common Core State Standards (CCSS) are quickly becoming a fact of life. Currently, forty-four states have voluntarily adopted the standards. Unfortunately, previous mandates that required educators to teach to the test at the expense of holistic student development have caused some stakeholders to view the new standards with suspicion. But for many teachers who are currently incorporating CCSS, the Common Core provides a refreshing, realistic framework for preparing students for success after high school. And because these standards focus on critical-thinking skills in addition to academics, the student activities arena offers valuable opportunities for students to practice CCSS-related applications.

Recently, Bill Gates authored a highly publicized article aimed at tackling misconceptions about the Common Core and asking teachers to lobby for reform through CCSS. "Today, 80 percent of students say they expect to go to college, while only 40 percent of adults have an associate's degree or higher. Clearly, the old

*When X = Student Activities,  
performance follows!*



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## Continued from Front Cover – *Core Values - Activities Offer an Instant Opportunity to Exceed Common Core Standards*

*“While Common Core hasn’t been fully implemented yet, speech and debate teachers and their students have been effectively implementing these practices for the last century.”*

standards didn’t help them achieve their goals. Common Core was created to fix that,” said Gates.<sup>1</sup>

Gates outlines key facts that can help parents, teachers, and others develop a better understanding of CCSS:

- The standards were developed in collaboration with teachers, administrators, and other experts, to provide a clear and consistent framework in preparing students for college and the workforce. According to surveys, 75 percent of teachers support CCSS.<sup>2</sup>
- The standards won’t necessarily add to the number of annual state tests. States will introduce standards-based math and language arts tests to replace the ones they give now. The new tests, rather than being punitive, will help teachers and students improve by providing an ongoing analysis of whether students are mastering the things they need to know.
- The standards provide a blueprint, not a mandated prospectus. Local educators

have the flexibility to select the curriculum. The fact that the standards will provide consistency from state to state will actually support widespread innovation in education, encourage student and teacher creativity, and allow students to be more competitive across state lines.

### Activities in Action

Many experts view the Common Core’s inclusion of behavioral competencies as a step in the right direction. Michelle McGrath, EdD, executive director of the Wisconsin Association of Student Councils (WASC), explains that the critical-thinking skills included in CCSS are just as important as the recommended math and language arts standards. Her work with local professionals and nonprofit organizations confirms that businesses are actively seeking graduates who possess leadership abilities that can’t be measured through academics alone. “So often, our young people have mastered academics, but their ability to connect with people, communicate effectively, and collaborate on projects is lacking,” said McGrath. “If the goal is to prepare our children to be college and career ready and successful, it is necessary for them to be academically and behaviorally competent. Addressing both types of skill sets in our standards is essential.”

The push for 21st-century skill development through the Common Core validates the importance of real-world applications that organizations like WASC have been providing to students for years. “Our programs offer real-life experiences where kids are not only taught necessary soft skills, but are also empowered to utilize these

abilities,” said McGrath. “Schools have so many things on their plate at this time. Quite frankly, they don’t have the time or resources to exercise due diligence in the area [of soft-skill training]. Not only do organizations like WASC have the expertise, but they also have the resources to provide opportunities for students who are in desperate need of building these skills.”

Cherian Koshy is the director of development and assistant national tournament director at the National Speech & Debate Association. His experiences as a former debate student and coach were essential in providing him with the research, public-speaking, and writing skills that many of today’s graduates seem to be missing. He sees CCSS as an opportunity to spotlight parallels between Common Core goals and the benefits of speech and debate participation. “In every speech and debate event, performance and increased reading are directly correlated,” said Koshy. “Preparation is grounded in evidence from texts, and students are immersed in the texts they are using to formulate conclusions and recommendations. Successful debate participants are effective readers who are constantly expanding their knowledge and vocabulary.”

In addition, the interactive nature of speech and debate can actively engage students who were previously struggling. In Broward County, FL, where almost 60 percent of students qualify for federal assistance, the National Speech & Debate Association has implemented a Common Core-aligned initiative that places a speech and debate class in every high school in the county. After school programs are also offered. The data indicates that thousands

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of students are participating and that the performance of these students is improving in every metric.

Koshy shares the story of one young man whose participation was life changing. Nick was homeless and often took multiple buses to get to school and debate practice. Koshy explains that Nick’s motivation and grades improved because of his involvement on the debate team, and he poured himself into the activity. He graduated from high school with a full college scholarship in speech and debate. This spring, Nick will graduate from college and is prepared to launch into a lucrative career. “There are many examples of students who have been impacted significantly by their participation in speech and debate,” said Koshy. “While Common Core hasn’t been fully implemented yet, speech and debate teachers and their students have been effectively implementing these practices for the last century.”

## Opportunities in the Arts

At Cooper Middle School, a Title 1 facility in Austell, GA, art teacher Amy Zschaber views CCSS as an opportunity. “As fine arts educators, we already understand the inherent

value of interrelated learning. It is how we learned as artists, and it is how we teach as educators,” said Zschaber. “The CCSS provides us with a familiar and excellent structure within which we can collaborate and build positive relationships between the fine arts and core subjects.”

Zschaber is deliberate about providing educational experiences that prove to students—and teachers—that art is about much more than topical learning. By familiarizing herself with the curriculum and working in tandem with teachers in math, science, and

language arts, Zschaber creates engaging lessons that help students expand their knowledge and make connections with what they are learning in core classes.

When Zschaber learned that students lacked ruler and compass skills in math, she asked students to use these tools to explore radius and diameter while creating a piece of art. She also posts language-arts vocabulary words in the art room and incorporates the terms into classroom discussions. When an integrated math and science project required

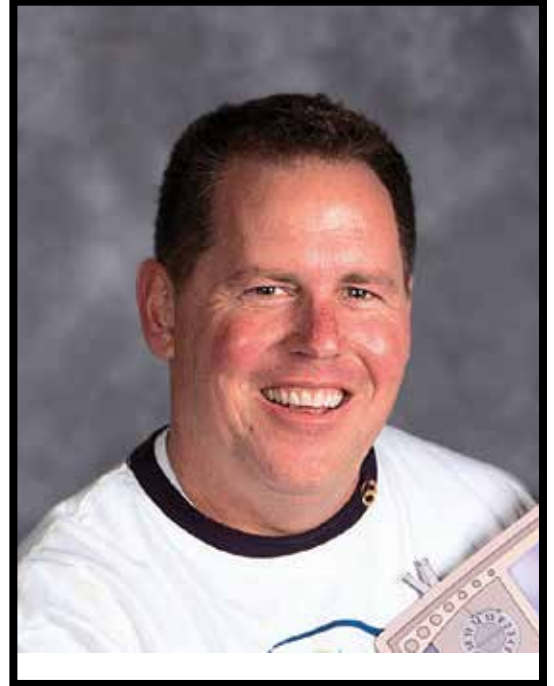
Continued on Page 18



As we approach the end of the first semester and head into the holiday break, it is a great time to reflect on the accomplishments our students have made on our campuses over the past several months. I like to give my kids this simple quiz created by Dennis Fakes. They start by trying to write down the answers, but quickly give up.

Here is the quiz:

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America contest.
4. Name ten people who have won the Nobel or Pulitzer Prize.
5. Name the last half dozen Academy Award winners for best actor and actress
6. Name the last decade's worth of World Series winners.



Once the students give up and stare at me with blank faces, I then read to them Dennis Fakes' take on the quiz: "The facts are, none of us remember the headliners of yesterday. These are no second-rate achievers. They are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten. Accolades and certificates are buried with their owners."

Here is his next quiz. Now lets, see how you do on this one:

1. List a few teachers who aided your journey through school.
2. Name three friends who have helped you through a difficult time.
3. Name five people who have taught you something worthwhile.
4. Think of a few people who have made you feel appreciated and special.
5. Think of five people you enjoy spending time with.
6. Name half a dozen heroes whose stories have inspired you.

Easier?

They all do better on the second quiz. This leads us into a fantastic discussion on which people are truly important and impactful in our lives. Inevitably, I wrap the discussion back around by pointing out how many of my ASB students would have been the answers provided by other students on campus outside of our ASB class. They have created the memories that will live on with people forever. I had the privilege of attending a reunion for the Class of 2004 a few weeks ago. While they all still appreciated the education they received in high school, their conversations were filled with memories of Homecoming, sports, the plays they performed in, rallies, band, the canned food drive and all of the activities that filled their lives. Former CASL President Yara Khakbaz summed it up best when she shared with me that everything she really needed to know about how to succeed in life, she learned from student activities. I considered that an early holiday gift. I hope you'll give this quiz to your class and take a moment to post the results of your discussion on the CADA Facebook page at [www.facebook.com/cadafan](http://www.facebook.com/cadafan).

*- Mike White, CADA President*

*Fakes, Dennis. G.R.A.C.E. The Essence of Spirituality. Lincoln: iUniverse, 2002.*



# It's Time for Schools to Upgrade both Technology and Pedagogy

By Larry Magid on August 22, 2014 in Featured, SafeKids News Analysis



As students return to school, it's time to think about absolute necessities like pens, paper, school clothes, a laptop or tablet

and, of course, a learning network that enables them to interact with fellow students and teachers.

OK, that network may not yet be mandatory. But an increasing number of teachers are flocking toward "connected learning," which involves changing not only educational methods, but also some fundamental assumptions about the nature of education.



Teaching methods, in some schools, haven't changed much since this picture was taken (Creative Commons License)

## Connected Learning

An infographic at [ConnectedLearning.tv](http://ConnectedLearning.tv) offers up a definition that refers to connected learning as a model that holds out the possibility of "reimagining the experience of education in the information age." It goes on to suggest that the power of technology be used to "fuse young people's interests, friendships and academic achievements" through hands-on production, shared purpose and open networks.

That's a refreshingly forward thinking definition of the term. For many educators, "connected learning," simply means using the power of the Internet to make it more efficient to bring resources into the classroom. It reminds me of a presentation I saw a few years ago at an International Society for Technology in Education (ISTE) conference, in which a smart board vendor demonstrated her product by modeling

a teacher-dominated geography lesson, using the smart board in almost the same way teachers have long used chalk boards to display information in a top-down fashion. It struck me at the time that much of today's so-called "technology in education" is nothing more than using 21st century technology to enhance 19th century pedagogy.

And that brings me back to "reimagining" education by finding ways to disrupt the processes and power relationships that have so long defined students as both the consumers and products of the educational system rather than co-creators and collaborators.

## Student networking

Not all companies are thinking of ways to reinforce old learning models. 1StudentBody ([www.1sb.com](http://www.1sb.com)), a Palo Alto startup run by serial entrepreneur Mandeep Dhillon, is leveraging the power of networking to help students help themselves and their peers.

Dhillon views "peer-to-peer connections" as a powerful way to connect students within and among schools to collaborate in the learning process. His just released app, NoteSnap (initially available only for iPhone and iPad, with an Android version coming), enables students to use their smartphone to take notes in class and, by default, share them with other students. The app lets students use the phone's camera, for example, to take a picture of the classroom's whiteboard to share the content with others in the class. The app automatically cleans up the image to improve readability and immediately shares it with others. It also allows students to ask questions, and there is the option of asking anonymously if you "don't want people to think you're clueless."

I asked Dhillon why students would want to use the app. After all, schools are often competitive, and sharing with other students helps them, but not you. His answer was aspirational. The product is not simply designed to appeal to the lowest common denominator of getting a better grade, but reflects his philosophy that learning and work will be increasingly collaborative.

It makes sense to me. In the real world, you're rewarded not for what you know, but how you're able to leverage your knowledge, skills and talents for the benefit of others. Not only are companies increasingly encouraging workers to share their knowledge among colleagues, but there is also a growing open-source movement that encourages competitors

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# Area A

## Takes the Stage

We have had a great season of conferences – with a very well attended, successful advisor program in September, and two outstanding student conferences in October.

Eighty advisors registered for our Advisor Conference in Elk Grove making it our biggest and most successful adult conference to date. We were also excited to have noted speaker Laymon Hicks present at both of our student conferences. Our young leaders thoroughly enjoyed his presentations and benefited from hearing his positive message.

We are looking forward to February when we can “**Just Dance...Broadway Style!**” We hope you will join us for outstanding workshops, inspirational speakers, and unparalleled Area A fun in San Diego. Plan to celebrate with us as we network and learn from one another in the spirit of “The Great White Way.” As you power through the numerous school activities you have planned between now and the time we meet in San Diego, inspire your student leaders with a few quotes from some of our favorite Broadway musicals ...

“It is time for us all to decide who we are.” -  
Enjolras, *Les Miserables*

“Believing in yourself  
NEVER goes out of style!”  
- Elle Woods, *Legally  
Blonde*

“When you follow your  
own beat, there is no limit  
to how far you can go.” -  
*Hairspray*

“And know whatever way  
our stories end, I know  
you have re-written mine  
by being my friend!” -  
*Elphaba, Wicked*

We will see you at the CADA Convention! Be prepared to do the *Hand Jive* with the amazing advisors in our state.

- Allison Gadeke  
Area A Coordinator

# Area B

## Just Lead. Just Dance.

**Area B encourages all its members to nominate someone for the two awards given yearly at the CADA Convention.**

The “Area B Advisor of the Year” honors a CADA area member for contributions to CADA, rather than to the program at any individual school. Through the years, this person should have been active in the Area Council, summer Leadership camp program, as a state officer, or presenter at area conferences or state conventions.

The Bob Burton Spirit Award is presented to a person who makes **SPIRIT WORK**, who makes a positive difference, and who emphasizes inclusion with all students and members. Nominate someone today!

Nomination forms for the two awards are on the Area B portion of the website at [www.cada1.org/areaB](http://www.cada1.org/areaB). Any Area B member interested in being on the area council can fill out the form also located on the website under Area B. Hope to see you and your students at our November conference; **Just Lead. Just Dance.**

- Lorraine Martinez, Area B Coordinator

## AREA C - FRESH IDEAS TO PASS ON GOOD VIBRATIONS

**Area C breaks down some of the best moves for making your school a positive place.**

- *High Five Friday* – Simple and free. Take over a hallway and spread cheer.
- *Secret Staff Santa/Teachers’ Pets/ASB Angels* – Staff appreciation is as easy as a secret positive note.
- *Above and Beyond* – Make a certificate and recognize extra effort in front of a whole class or meeting.
- *Smile Day Challenge* – Can you make someone smile? Add a poster that says “You are amazing” and count the smiles.
- *Mix It Up* – Find a new place to sit at lunch.
- *Hearts on Fire* – Valentine’s Day or any day, make hearts for all students with their name on them.
- *Words Matter* – Start a positive word sticky note board across campus.
- *Thankful Thursday* – What are you thankful for? Make reminder cards for students to fill out.
- *Recognize Random* – Send your leaders out to discover the random acts of kindness happening on campus. Pick the best and recognize on the bulletin or with a prize.

Little things can make a big difference when you bust a kindness move!

- Leslie Loewen, Area C Coordinator

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## *How Dy, From Area D!*

After three successful student conferences in the northern, central and southern sections of our Area, 2000 students have heard from some of the best speakers available (Scott Backovich, Micah Jacobson, Dee Hankins and Houston Kraft), experienced workshops presented by energetic CASL students and outstanding Area D activity directors and learned so much about “Being the First to Dance.” Our advisor conference in Santa Maria was very informative and ended with wine tasting and dinner for our CADA members and guests.

We are getting ready to two-step our way to San Diego! As you can guess our theme is **Western**, so get your **favorite duds ready and mosey down to** San Diego for the Just Dance CADA State Convention!

- Margaret Noroian, Area D Coordinator

## *Area E - Hopelessly Devoted to Leadership*

The school year has started and we have finished our welcome dances, back to school nights, lunch time activities, club weeks, fall sports with Friday night lights, homecoming and many other activities that strengthen our schools’ culture. Some schools are even getting ready for finals to take place before Winter Break.

I want to share an activity that will make students feel connected to school and increase the positive school culture on your campuses. Kindness Week is devoted to showing students and staff that you care and that they can make a difference on their campus. Here are some activities that can be done during the week.



- **Monday – “Can We Be Friends?” Day.** Each student receives a name tag on which their name is already written. The purpose of the name tags is to break down the barriers between students, and to have no “strangers” on campus. Please encourage students to step outside of their comfort zone and get to know the people around them. Now that you know their names, you can take that next step to get to know them.

- **Tuesday – “High-Five” Day.** One hand shape paper will be given to each 1st period class. The person in 1st period who receives it will write their name on the hand and then will give to someone else who will write their name and continue this throughout the day. At the end of the day the people in 6<sup>th</sup> period with hands turn them over to their teachers. The teachers submit the hands to the ASB Office; one hand is drawn and there will be a pizza lunch for all the students who signed that hand during the day. In addition, your hallways will become the “highways” where students and staff will give “high fives!” all day.



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# Top Ten Reasons to meet us in the lab

- 1.** General Sessions led by award-winning motivational speakers who inspire students to make a lasting impact on campus.
- 2.** Intrastate networking sessions where students from across the state meet to collaboratively develop solutions to the challenges they face on campus every day.
- 3.** Twenty-five workshops led by professionally-trained students who train their peers in everything from integrating high-tech resources in student programs to connecting students with community mental health resources and ending bullying.
- 4.** Region Meetings for students to offer shared resources and connections which meet needs specific to their communities.
- 5.** Each student visits three of our fifty 12-minute Meet the Pros sessions where delegates share practical programs that have made a difference on their campuses... and *your own students* will have the opportunity to apply as presenters!
- 6.** A Service Project where student leaders are given the opportunity to walk the talk.
- 7.** Reflection and implementation meetings exclusive to your own school's "lab team," so your students have the chance to plan ways they can use the lessons learned at CASL as soon as they get back to school.
- 8.** Three, fifty-minute rotations of outside speakers and programs available to come to your school throughout the year.
- 9.** Delegates will have the opportunity to elect the 2016 CASL State Board (and even run for a position!) while learning about ways to host fair elections with healthy & supportive competition which engages the entire campus electorate.
- 10.** Student leaders end each day by creating memories with the new friends they've made at the Dinner Dance hosted by SOS Entertainment and during our off-site fieldwork at the Santa Cruz Beach Boardwalk, sponsored by USA Student Travel.



## Dear Advisors....

Leadership students like myself know we have jobs that are critical to campuses. The impact we have at school is the culmination of hard work, dedicated effort, and countless hours of training. The most remarkable student leaders do this work selflessly; intent on changing campus culture for the better and are rewarded by knowing they've built an inclusive learning community for their peers.

Your ASB students work hard, and I cannot think of a better way to thank them for their commitment and to prepare them for more service than bringing them to a CASL Convention. CASL will foster their growth as servant leaders along with other change-makers from across the state, nation and world!" The benefits of bringing your students to the CASL State Conference are numerous: new ideas, new connections, and new memories are guaranteed. The greatest thing about coming to the State Conference is the community all of our delegates are invited to join. There is a Swahili proverb which reads, "where there are many, nothing goes wrong." In the life of a student leader, we really do need this sense of community to support us as we navigate our journeys through leadership and look for new, innovative ways to serve our campuses and community.

The CASL State Conference lays the foundation for these communities, facilitating the development of ethical and responsible servant leaders. The experiences your students will have at the CASL State Conference are sure to offer lessons that last a lifetime and inspire your students to continue moving culture forward on campus. The greatest opportunity my advisor gave me was when our ASB went to the CASL Conference in 2012. I have learned so much over these past three years, and, on behalf of your students, I want to thank you for your relentless (and often thankless!) support and invaluable mentorship. And I want to invite you to offer your students the same "gift of CASL" I received three years ago.

*In gratitude,  
Nathan Glovinsky, CASL President*

## Area E - Continued

- **Wednesday – "Smile" Day. Smile!** You are amazing! Wear yellow today and everyone will receive a smiley-face sticker to put on clothes, binders, or agendas. While walking around campus, use the stickers as a reminder to smile and spread that happiness. You can claim a sucker at lunch if you show your sticker.
- **Thursday – "Shout-out" Day.** Find us on the library stage during lunch to turn in a "shout-out" to a friend, which will be read on the microphone. Use this as a chance to say something nice about someone you know and make their day.
- **Friday – "Unity" Day.** Wear school colors or apparel today! Bring a towel or blanket and have lunch on the grass picnic style. Make sure you have a soda or canned beverage to promote unity as we will open the cans at the same time. Clubs are invited to set up a booth for our "Kindness Carnival" and do any activity promoting kindness.

To those schools who joined us on October 14 for the Area E Student Leadership Conference in Pasadena I commend you for bringing students. It was a pleasure to see so many student leaders excited to take back what they learned to their schools. A big thanks to Laymon Hicks, Keith Hawkins, Houston Kraft and Travis Brown for sharing their wisdom as our Keynote and Mini Keynote speakers.

Area E is **Hopelessly Devoted to Leadership** as we **dance to the 50's** at "Just Dance" in San Diego.

*- Debi Weiss, Area E Coordinator*

# A leadership Lesson from Area F (Try it with your ASB)

The Marshmallow Challenge is a remarkably fun and instructive design exercise that encourages teams to experience simple but profound lessons in collaboration, innovation and creativity.

The task is simple: in eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top. Surprising lessons emerge when you compare teams' performance. Who tends to do the worst? Why? Who tends to do the best? Why? What improves performance? What kills it?

If you need to kickstart a meeting, get a team into a creative frame of mind, or simply want to encourage your organization to think about what it takes to dramatically increase innovation, invest 45 minutes to run a marshmallow challenge. For more info: <http://marshmallowchallenge.com/Instructions.html>

- Kevin Fairman, Area F Coordinator



## Area G

Thank you to all the schools who joined us at our annual Area G Student Leadership Conference “¡Viva Leadership!” in Del Mar on October 1st. We hope you had a great time, gained inspiration and got a lot of tangible ideas to take back to your schools. If you were not able to attend, check out Tyler Durman's website: [www.bitesizedwisdom.com](http://www.bitesizedwisdom.com) and the Original Mike Smith's website: [www.differencemakers.com](http://www.differencemakers.com). For the first time, we

invited Administrators to attend with complimentary registration. Many came and were able to witness firsthand the amazing presentations of our speakers, and the incredible energy from all the

Middle and High School students and advisors in attendance. One highlight was listening to the Alliance for Student Activities presentation that emphasizes the relevance and significance of the ASB programs in our schools. That information can be found at [www.alliance4studentactivities.org](http://www.alliance4studentactivities.org). Want to get involved with Area G? Join us at our next Council Meeting. For more information about Area G events, visit our website [www.cada1.org/areaG](http://www.cada1.org/areaG). The Just Dance Annual CADA Convention is in San Diego this year; we hope to see you all there in February!

- Heidi Dunne,  
Area G Coordinator

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# TALKING

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How should we make that happen?

What can you do to help?

Raising Student Voice and Participation (R.S.V.P.) is a student engagement program for getting your school's students—all of them, not just the leadership class—talking about what they want to see happen at school and how they can partner with community stakeholders like the city council and public safety departments to make that happen. Contact Sandra Kurland with the California Association of Student Leaders, at 619-957-9107 or [sandra.kurland@caslboard.com](mailto:sandra.kurland@caslboard.com) to get your school RSVP-ready.

## 2015 CADA

## Memorial Scholarship

Give your students the opportunity to attend a CADA / CASL Program for less!



Applications & Deadlines can be found on the CADA website at [www.cada1.org/scholarships](http://www.cada1.org/scholarships)

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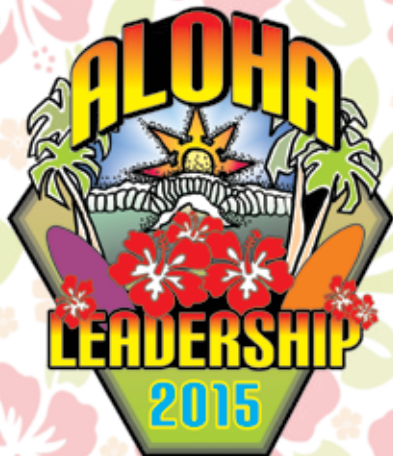
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U.C. SANTA BARBARA I HIGH SCHOOL  
**JULY 11-14**

U.C. SANTA BARBARA II HIGH SCHOOL  
**JULY 16-19**

U.C. SANTA BARBARA III HIGH SCHOOL  
**JULY 21-24**



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# Dancing Shoes Required!

## 2015 CADA Convention - Just Dance

Bullying and harassment are pervasive problems with considerable costs.

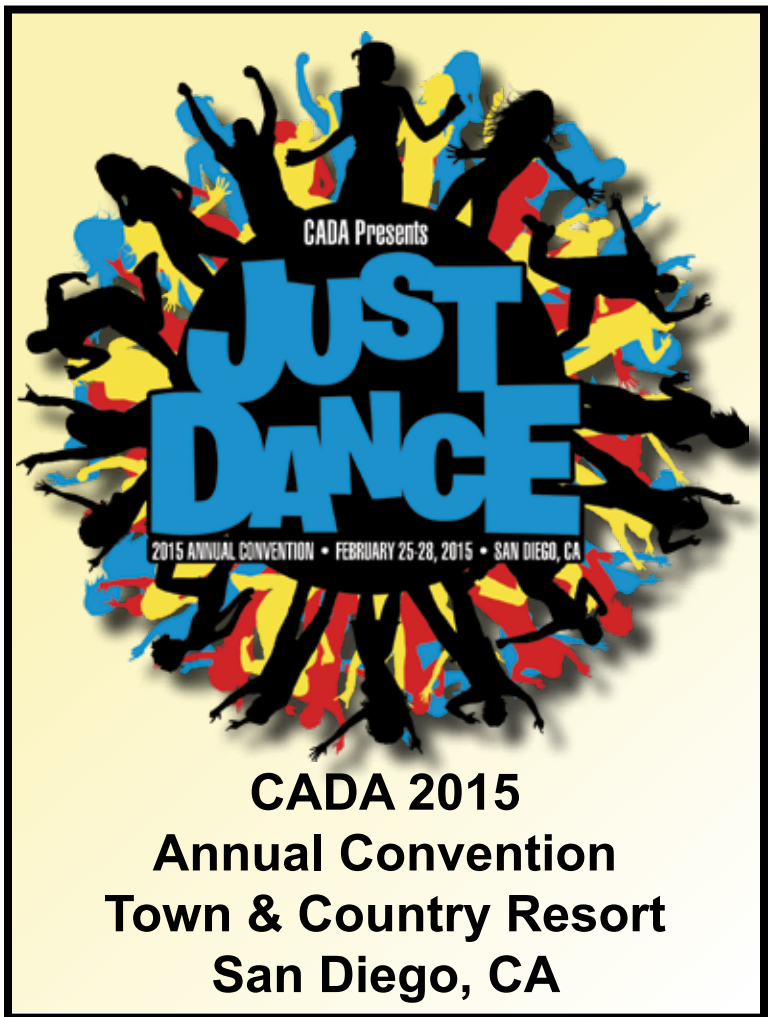
*Bullying and harassment directly interfere with student learning and achievement, just as they threaten the safety and well-being of millions of students each year.<sup>1</sup>*

1. American Association of University Women, *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* (2001).

CADA's annual convention offers multiple workshops, keynote speakers and a special pre-conference Anti-bullying seminar to help you successfully address these issues. In addition, CADA is offering a FREE pre-convention seminar on building character through the Medal of Honor Program.

Just Dance! San Diego February 25-28, 2015.

*- Suzy Krzaczek, President Elect*



## Have you tried the "What If Challenge"?

### The Set-Up:

1. Have each student leader trace his/her hand on a piece of colored construction paper. (I like to use my school colors)
2. They will then cut their traced hands out and put their name on the index finger. (the #1 finger)

### The Activity:

1. Before any discussion, have all the students close their eyes. Ask them not to speak. Ask them the question: "What if our school was "Perfect School, USA"? Picture it in your mind. What would it look like? What would we need to do as a leadership class to make our school "Perfect School, USA?" What could you do? Yes, YOU? Imagine it! Tell them to picture themselves making that change-doing that "thing".
2. Tell them to open their eyes, and without saying a word to anyone, write down the positive change action they could do on their hand cutout.
3. Find a partner and share what they've written on their hands. With their partners share how they can make these positive changes happen. Between the two, share how the entire leadership class can also help.
4. Each group of two shares their ideas with the entire class. Begin to create some uniform leadership class goals. Print these goals out and place them on the wall of the leadership classroom.
5. Place all the hands on the bulletin board/wall at shoulder level near where the students enter the classroom. Each day as your leaders enter or leave the classroom have them "tap" their hand and say, "I challenge myself to make this come true." It becomes very powerful when students begin to share events that start happening on your campus.



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## Continued from Page 5 – *It's time for Schools to Upgrade both Technology and Pedagogy*

to share some aspects of their intellectual property for the benefit of the entire industry and the world at large. In the real world, success is not a zero-sum game where your success depends on other people's lack of success.

I grew up at the tail end of the industrial age and got to live through the information age which, said, Dhillon, is about over now that information has become a commodity. "We're now in the networked age," he said, where what you know is far less important than your ability to use networks to obtain whatever it is you need and share it with others.

### Other apps and services

There are, of course, other apps aimed at students and educators, including Edmodo, a network of 37 million teachers, students and parents designed to help teachers manage coursework and encourage all users to collaborate. Another app, ShowMe interactive whiteboard lets you use an iPad to create "whiteboard-style tutorials."

Evernote isn't specifically for students, but it does allow users to take notes, snap pictures, save and share Web links and organize and share bits of information.

And, for the more animated students and teachers out there, there is GoAnimate for Schools that lets users create amazing animated videos by dragging and dropping and adding audio dialogue, complete with lip-syncing. One of my favorite features is an animated whiteboard that lets you type in text for your character to write on the board.

This article first appeared in the *San Jose Mercury News*.

*"In the real world, success is not a zero-sum game where your success depends on other people's lack of success."*

The advertisement features a collage of wax figures. On the left, there are figures of Captain America, Marilyn Monroe, and a woman in a red dress. In the center, there are figures of a man in a suit, a woman in a gold dress, and a woman in a blue dress. On the right, there are figures of Thor and Iron Man. A large circular graphic on the right side shows the Marvel Super Heroes 4D logo with various superheroes like Hulk, Spider-Man, and Captain America. The background is a vibrant red and yellow with a 'HOLLYWOOD' sign and a 'NEW!' banner. The text 'NOW OPEN!' is prominently displayed at the bottom of the graphic area.

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## Continued from Page 3 – Core Values - Activities Offer an Instant Opportunity to Exceed Common Core Standards

students to build birdhouses, Zschaber suggested that students paint their creations during her architectural unit. A history lesson about the Trail of Tears was used as a backdrop for designing both a piece of art and a written response. Teachers report that the integrated lesson plans have been invaluable. “The students return to their core classes and are able to articulate even more about the topics they are studying,” said Zschaber. “What they are accomplishing in my class isn’t just art. It’s an experience.”

### Athletic Achievement

Like arts-based activities, athletics provide chances for students to develop CCSS-specified skills. The Women’s Sports Foundation supports the premise that sports participation is one of the most important learning experiences a girl can have, and that the benefits extend beyond the playing field. “CCSS is grounded in preparing US high school students for college and setting strategic benchmarks for achievement in language arts and math,” said a spokesperson for the foundation. “Our 2009 report, ‘Her Life Depends on It II,’ includes research that links classroom success with participation in team sports.” The study indicates that students who participate in activities like physical education classes and team sports are 20 percent more likely than sedentary children to earn an A in math or English.<sup>3</sup>

*...students who participate in activities like physical education classes and team sports are 20 percent more likely than sedentary children to earn an A in math or English.*

The National Federation of State High School Associations (NFHS) also promotes the value of sports and activities in

helping students achieve standards-related skills. According to Mark Koski, director of sports, events, and development for NFHS, "Sports help students learn communication skills and develop habits that will apply to their future roles in community, business, and family. These are skills that are relevant not only to Common Core but to everyday life."

Mark's brother, Bob Koski, shares the view that athletics should provide students with opportunities to develop mentally as well as physically. As the physical education teacher, strength and conditioning instructor, and head track and field coach at Pojoaque Valley Schools near Santa Fe, NM, Bob Koski has created training programs that rely on practical math applications. The combination of math and critical-thinking skills, such as those recommended by CCSS, has been a part of his lesson plan for two decades.

For track and field and conditioning, Koski collects baseline data from each athlete. Throughout the training cycle, performance is monitored and goals are established. Each week, variables that include volume, recovery time, and intensity are analyzed to ensure an appropriate training regimen. Students are asked to solve equations about speed, distance, and how much weight they should lift. Results and goals are posted to help students stay motivated. "Calculating percentages and ratios demonstrates to my students how much we use math on a daily basis," said Koski. "Athletics should not be a place of mindless activity. Our program includes math and science skills that can be practiced every day. By implementing a numbers-based system, I am able to show students their weekly, monthly, and yearly progress. And the students are taught to train their brains as well as their bodies."

Like it or not, Common Core State Standards are making their way into schools across the country. Many educators who have incorporated CCSS have discovered that the standards support the creative learning that helps students to thrive. And teachers, advisers, and coaches with ties to the arts, activities, and athletics are finding new opportunities to share their knowledge of applications that have been helping their students develop college- and career-readiness skills for years.

An integrative approach that stresses teacher training and collaboration is essential. "We need to be more aggressive about giving teachers focused time for collaboration with peers, so that it's not just happenstance," said Zschaber. She recommends that teachers become familiar with the myths and realities surrounding CCSS and embrace the standards as a chance to connect with colleagues who are experts in their own fields. By actively collaborating with others and integrating the curriculum into the arts, activities, and athletics, educators can provide students with enriching learning experiences and opportunities to develop the comprehensive skills necessary for success after high school.

Endnotes

1. Bill Gates, "Commend Common Core," USA Today, February 12, 2014.
2. Ibid.
3. "Her Life Depends on It II" (Women's Sports Foundation, 2009), a4sa.org/WomensSports.



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