



# MAISD News

a publication of the Muskegon Area Intermediate School District

Spring 2012



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# Responding to Questions about Recent MEAP Results

A letter from the MAISD Superintendent, David Sipka



Superintendent David Sipka

As you know, each year Muskegon County public schools' students along with all other Michigan public school students in grades three through nine are required to take the Michigan Educational Assessment Program (MEAP) and 11th graders are required to take the Michigan Merit Exam (MME). Recently, the results of the MEAP tests for our third through ninth

grades were publicly released. This caused quite a stir about the new cut scores applied by the Michigan State Board of Education. As an educator, you may be asked to respond to questions about the latest news media coverage surrounding MEAP scores. This is an exciting opportunity for all of us to converse with others about learning and student achievement.

Here are a few tips to ensure our parents and public truly understand the new results.

First, encourage parents to turn to the MAISD, their local district, and the Michigan Department of Education for the most accurate and current information. Relying on rumors or news media reports can cause confusion or lead to misinformation.

Take the time to explain what cut scores are and why the Michigan State Board of Education changed them. Use common language to explain that MEAP and MME cut scores separate test takers into various categories, such as advanced, proficient, partially proficient and not proficient. Michigan's previous cut scores for these tests were set at a very basic level. Raising the cut scores gives Michigan parents and students a much better sense of whether they are adequately prepared for the next step in their education and a future career in a global economy.

Be sure to explain that the new cut scores represent a significantly higher standard for student achievement and are intended to more accurately reflect a student's progress toward college and career readiness. Previously students could have answered as few as 40 percent of the questions correctly on some tests and still be considered proficient. Under the new scoring system, students had to correctly answer a much higher percentage of questions

to be considered proficient. Parents and members of the public will be interested to know that Michigan is one of only three states in the nation (along with New York and Tennessee) to move to this top tier level of test scoring.

Point out that Muskegon County public schools' test results are similar to those at school districts across the state. While there were positive gains on statewide MEAP reading and mathematics scores compared to the previous year, there was a decline in MEAP and MME proficiency results due to the new cut scores. Explain that we, as educators, are confident that this initial drop in the number of students reported as "proficient" is temporary. We have a number of ongoing school improvement efforts and student support initiatives in place that will lead to improvements.

**"Michigan is one of only three states in the nation to move to this top tier level of test scoring"**

It is important for parents and members of the public to know that if a student is reported as "not proficient," it does not mean that he or she is not gaining academic skills or knowledge expected for his or her grade level. It simply means that on the day of the test, this student was not yet proficient on the material being tested. Many students may require additional help and/or time to master these skills. Actually, by the time parents and the school received the MEAP/MME results from the state, many students identified as "not proficient" had already closed the gap.

Finally, many who are not involved in education do not know that the MEAP and MME tests are only two of several measures used in districts to ensure that students are making academic progress. You may want to mention other assessments used including Dibels Testing (Dynamic Indicators of Basic Early Literacy Skills), the STAR test (grades one through five), Iowa Test of Basic Skills, and the ACT Explore (grades seven and eight) and ACT Plan (grades 9 and 10) tests. In addition, you may want to describe any number of locally developed common assessments that are used by all teachers at a grade level or within a course. Most of all let parents and members of the public know that schools maintain high standards for students and embrace the new cut scores as an opportunity to improve student achievement in the coming years.

*David L. Sipka*



## On The Cover

Muskegon Area Career Tech Center students won top awards at the Health Occupations Students of America Competition at Baker College in January.

# Six Priorities for Professional Development

21st century educators must be able to incorporate technology resources into instruction to improve learning. With the amazing assortment of technology resources available, how do you know where to start? I recently shared the following instructional technology professional development recommendations with a local district. These recommendations are listed in order of priority.



- 1. Blended/Hybrid Instruction** - learn to design instruction using Moodle (<http://moodle.muskegonisd.org/>), flip instruction with screencasts and a customized channel such as Mrs. Hanson's YouTube channel (<http://www.youtube.com/user/lindasusanhanson>).
- 2. Collaboration Tools** - help students work collaboratively and develop collaborative online web sites using Google Documents (<https://docs.google.com/a/muskegonisd.org/?pli=1#home>) and WikiSpaces (<http://www.wikispaces.com/>).
- 3. Classroom Web Presence** - provide students and parents a location to find pre-selected online resources to support the classroom curriculum using Weebly (<http://www.weebly.com/>), WikiSpaces (<http://www.wikispaces.com/>), or a classroom blog (<http://blogs.muskegonisd.org/>).
- 4. Differentiate Instruction** - optimize instruction utilizing multimedia resources from Discovery Education Streaming (<http://www.discoveryeducation.com/>).
- 5. Digital Images and Storytelling** - support reading and writing with the power of digital images and digital storytelling with Photo Story 3 (<http://www.microsoft.com/download/en/details.aspx?id=11132>) and Picasa (<http://picasa.google.com/>).
- 6. Productivity & Interactive Tools** - utilize classroom time more productively with the help of sites including: Michigan Electronic Library (<http://mel.org/>), Tools for Educators (<http://www.toolsforeducators.com/>), SuperTeacherTools (<http://superteachertools.com/>), 4teachers Tools (<http://www.4teachers.org/>), and ThinkFinity (<http://thinkfinity.org/>).



Throughout the year the MAISD offers professional development training for technology integration through individual and multi-day workshops such as the 21 Things 4 Teachers series (<http://maisd21things.weebly.com/>) and the summer technology academies. Explore the current offerings and register at [muskegonisd.org/](http://muskegonisd.org/) development.

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## MAISD Mission Statement

The mission of the Muskegon Area Intermediate School District (MAISD) is to provide the leadership, programs and services which complement and enhance the efforts of constituent school districts in extending educational opportunities to all students.

It is the policy of the MAISD that no staff member, candidate for employment, program participant, or recipient of services shall experience discrimination on the basis of race, color, religion, national origin, creed or ancestry, age, gender, height, weight, marital status, disability, or genetic information. The MAISD is an equal opportunity employer. Inquiries related to issues of discrimination on the basis of disability should be directed to the Assistant Director for Special Education at (231) 767-7249. All other discrimination inquiries or requests for special accommodations to participate in a program, event, or activity should be directed to the Human Resources Program Director at (231) 767-7213.

# The SMARTER Balanced Assessment Consortium

submitted by Erin Brown, English Language Arts Consultant  
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The SMARTER Balanced Assessment Consortium (SBAC) is a state-led consortium working to develop next-generation assessments that are aligned to the Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students have the opportunity to learn. To support teachers in implementing the CCSS, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. The core components of SBAC include summative and interim assessments that provide reliable and fair measures of students progress towards the standards, as well as formative tools and processes to help

teachers collect and use information within the classroom to improve student achievement. This assessment system is first scheduled for the spring of the 2014-2015 academic year, replacing the current MEAP and MME assessments.

SBAC has released content specifications for both English Language Arts (ELA) and Mathematics to ensure the assessment system accurately assesses the full range of the CCSS. In doing so, the consortium has developed a set of claims that describe the outcomes of the assessment system and the evidence that will be used to determine students' depth of knowledge. Students will be asked to demonstrate their conceptual

understanding in a variety of ways including performance tasks that blend multiple standards.

While this new assessment system is a few years away for Michigan, there are things districts can do now to prepare for the shift.

- Collectively examine teaching practices through the lens of the Cognitive Rigor Matrix/Depth of Knowledge in the appendices of SBAC ELA & Mathematics document.
- Continue to utilize balanced assessment practices with a focus on the Formative Assessment Process.
- Take a look at SBAC released sample assessment items to envision what is to come.

## MAISD Common Core State Standards Website



submitted by Erin Brown  
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In 2010, the Michigan State Board of Education adopted the Common Core State Standards (CCSS), a set of rigorous college and career-ready K-12 curriculum standards for Mathematics and English Language Arts (ELA). The CCSS define the knowledge and skills students should obtain within their K-12 education career so they will graduate from high school able to succeed in entry-level, credit-bearing, academic college courses, and in workforce training.

The MAISD provides multiple CCSS workshops for ELA and Mathematics teachers at all grade levels. For upcoming events, see <http://www.muskegonisd.org/development/>. In addition to face-to-face sessions, we provide continuous online resources and support via the MAISD Common Core State Standards website at <http://commoncore.muskegonisd.org>.

This website is organized into sections for Professional Development, Mathematics, English Language Arts, Assessment, and Literacy in the Content Areas. Each page includes descriptions of the key resources as well as live links to the most current information on instruction and assessment around the CCSS.

The Common Core State Standards have been adopted by 45 states, which has resulted in an explosion of online resources available for teachers. In creating the MAISD Common Core Website, our focus has been on gathering the key online resources that teachers will visit regularly and that will most impact instructional practice. Teachers are busy professionals, and our goal is to honor their valuable time by providing this one-stop, comprehensive web resource.

# FAME Muskegon!



**The overwhelmingly positive results found in almost a decade's worth of diverse empirical investigation lends powerful support to the notion that formative assessment works!**

*W. James Popham, Transformative Assessment, 2008*

So, you've heard of the formative assessment process, and you probably have at least one formative assessment learning team of teachers in your building. You may have even heard about FAME: Muskegon. So, **what's all the fuss?**

**The research linking skilled implementation of the formative assessment process by teachers and students to academic achievement is compelling. In their meta-analysis, Black and Wiliam report that the achievement gains in classrooms where formative assessment was employed "are larger than most of those found for educational interventions" and rivals that of one-on-one tutorial instruction. (Black & Wiliam, 1998, p. 141)**

Three years ago, Muskegon County superintendents challenged all educators in the county to use assessment data to change teaching and improve student achievement. Last year, thirteen Muskegon County schools established learning teams of teachers to participate in the state's formative assessment program. This year, eleven of those teams have returned to continue their professional growth together and have been joined by 19 new coaches and over 100 new learning team members in the county. In September 2011, a group of 135 Muskegon County formative assessment coaches, learning team members, and administrators participated in a one-day "Launching Into Learning" workshop, which included an orientation to the formative assessment process, program support, and the job-embedded learning team model of professional learning.

The county's 30 formative assessment coaches participated in a three-day training series during their first year as coaches. This prepares them to facilitate professional learning related to the formative assessment process during their regular monthly team meetings. Between

meetings team members have the opportunity to implement formative assessment strategies with students, gather evidence of student learning, and return to their next meeting ready to discuss their progress.

Support for the work of learning teams is substantial and comes in a variety of forms. Alecia Hoppa, MAISD Science Consultant, provides support for returning coaches, and David Klemm, MAISD Social Studies Consultant, provides support for new coaches. Learning teams have access to web-based resources, including formative assessment strategies, tools, tutorials, and social networking. Coaches have access to resources as well, including a set of web-based tool boxes for facilitators, coaches' lessons, and a series of webinars designed to support their learning and development as coaches. In an effort to help school administrators support their teams, the MAISD sponsors an assessment leadership academy. At the end of this second year, over 50 Muskegon County administrators will have participated in this five-part training series, providing leaders with an overview of each of the key components of the formative assessment process and strategies for building teachers' capacity for successful implementation.

**So where do we go from here?** The MAISD Instructional Services Department, in collaboration with our local districts, is currently working on the program for a new cohort of formative assessment process learning teams for the 2012-13 school year.

If you are interested in starting or participating on a team next year, or if you simply wish to learn more, please contact Dave Krebs, Instructional Services - Program Director.

*Paul Black and Dylan Wiliam; Inside the Black Box: Raising Standards through Classroom Assessment; 1998. Phi Delta Kappan*

submitted by Dave Krebs, Instructional Services - Program Director  
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# Health Students Win Top Awards



55 Muskegon Area Career Tech Center (MACTC) Rehab Tech, Medical Assistant, and Certified Nursing Assistant students competed in a variety of healthcare skills and leadership events during the HOSA (Health Occupations Students of America) Region VI Leadership Conference in early January at Baker



Reeths-Puffer students (left to right) Shyanna Archer, Kalon Shackelford, and Jordan Harps competed in the event

College of Muskegon. The competing students were from Fruitport, Holton, Mona Shores, Montague, Muskegon, Muskegon Heights, North Muskegon, Oakridge, Orchard View, Reeths-Puffer, Whitehall, and Calvary Christian Schools. All 55 MACTC students placed in the top ten for the various medical events, with 44 of the students receiving medals. MACTC medalists will be advancing to the HOSA state competition in Traverse City in April.



Shyanna Archer (third from left), with Reeths-Puffer Board Members (left to right) Kim Kelly, Mary Schaab and Susan Blackburn

The Muskegon Area Career Tech Center HOSA Chapter also served as host for the event, which included over 300 students from Traverse Bay Area Career Tech Center, Mecosta-Osceola Career

Tech Center, Wexford Missaukee Career Tech Center, Kent Career Tech Center, Careerline Tech Center, Petoskey High School, Mt. Pleasant Career Tech Center, Mason Lake Career Tech Prep, and Beaver Island High School.

Muskegon Area

Career Tech Center

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## Muskegon Area Career Tech Center FFA Teams Advance to State Finals

Muskegon Area Career Tech Center students traveled to Lowell High School in early February to compete in FFA Regional Leadership Contests. Chris Moe, a student from Holton High School, competed in the prepared public speaking contest. His speech on Asian Carp earned him a fifth place, silver award. "This was such a great experience," said Chris who competed for the first time this year. He said, "I wish I was not a senior so I could come back and compete again next year!"

Students Kim Eldridge and Michelle Schroeder competed in a contest that requires students to demonstrate an agricultural process. Their presentation on daily horse care earned them a second place, gold award and they too will advance to the state contest. Kim and Michelle are also members of the Montague FFA Chapter and will compete against twelve other demonstration teams at the state level. "We are so excited to be able to compete at the state level. We have worked very hard to reach this stage," Schroeder explained.

"I am very proud of my students," said Jennifer Woods, the team's FFA advisor and instructor. "They worked hard this year and have something very special to show for it," she added. The state finals will take place in March at the State FFA Convention at Michigan State University.

The National FFA Organization, formerly known as the Future Farmers of America, is a national youth organization of 500,823 student members— all preparing for leadership and careers in the science, business, and technology of agriculture.

Visit [www.ffa.org](http://www.ffa.org) for more information.

PHOTO: Career Tech Center students who competed at the FFA district competition are back row, left to right: Chris Moe (Holton) and Joey Bush (Mona Shores); front row, left to right: Kaylie Moore (North Muskegon), Jordan Parisian (Fruitport), and Courtney Eaton (Mona Shores)



STUDENTS  
EARN **5** FIRST  
PLACE AWARDS

# 17 to Advance to State Business Professionals Competition

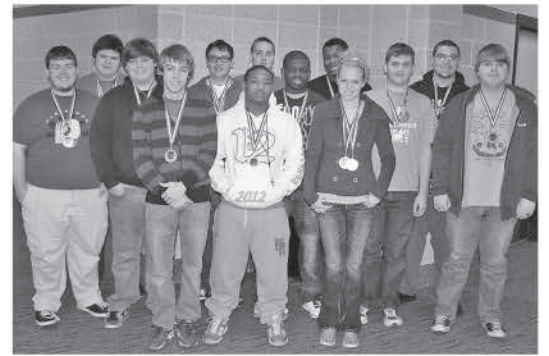
In early January, students from the Muskegon Area Career Tech Center participated in the 2012 Region One Business Professionals of America (BPA) Workplace Skills Competition at Davenport University. BPA is a national co-curricular career and technical organization for middle school, high school, and college students preparing for careers in business and information technology.

Of the 32 students who competed, 17 won top awards and will advance to the State Leadership Workplace Skills Competition at the Amway Grand Plaza in Grand Rapids in March. In fact, four of these students won first place awards in their events.

Students from the Financial Management/Accounting and Internet, Network & Security Technologies classes at the Career Tech Center competed in events related to computerized accounting, payroll accounting, medical billing,

financial math and analysis, word processing, keyboarding, computer security, networking, Java programming, computer animation, PC repair, fundamentals of web page design, and prepared speech.

Students who received first place medals to commemorate their success include Internet, Network & Security Technologies (INST) students Brandon Ingalls (Fruitport) for Computer Networking Technology, Computer Security, and Information Technology Concepts; Robert Casler (Orchard View) for Fundamentals of Web Design; and Joshua Hooker (Reeths-Puffer) for PC Servicing & Troubleshooting. Thirteen other INST students placed in the top five. Ryan Slagle (Mona Shores), a Financial Management/Accounting student, received first place for Computerized Accounting. Five other Financial Management/Accounting students placed in the top four.



Muskegon Area Career Tech Center students won top awards at the Region One Business Professionals of America Workplace Skills Competition

## CAREER TECH CENTER TEACHER WINS OUTSTANDING TEACHER AWARD



Landscaping & Greenhouse Management Instructor Jennifer Woods won the Outstanding Teacher of the Year award from the Michigan Horticulture Teachers Association

Landscaping and Greenhouse Management Instructor Jennifer Woods, from the Muskegon Area Career Tech Center, was awarded the 2011 Outstanding Teacher of the Year award by the Michigan Horticulture Teachers Association (MHTA). Ms. Woods received the award in early January at the 23rd Annual MHTA Conference in Traverse City, Michigan. The award is given to teachers who have been helpful to other teachers by sharing resources and providing leadership. Ms. Woods has been a member of the MHTA for eight years and has served on the executive board for five of those years. She recently completed her term as MHTA President and now serves as past-president. "I feel very flattered to receive this award," said Ms. Woods, "It is nice to be recognized for what you do for both students and teachers." Ms. Woods has taught Landscaping & Greenhouse Management at the Muskegon Area Career Tech Center for six years.

# Regular Ed Teachers Have a Vital and Required Role in the IEP Process

submitted by Kathy Fortino, Director of Special Education and Early Childhood Services  
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Did you know that regular education teachers play a vital and required role in the IEP process?

- The Individualized Education Program (IEP) team must include at least one of the child's regular education teachers (if the child is or can participate in regular education).
- Because the IEP must address how the disability affects the child's involvement and progress in the general education curriculum, it is essential that the regular education teacher be present.
- The role of the regular education teacher is to assist in the determination of appropriate positive behavior interventions and strategies, and to determine supplementary aids and services, program modifications, and supports.
- The regular education teacher may not need to participate in all decisions made as a part of the IEP or be present throughout the meeting. The amount and extent of participation is dependent on the child's needs or purpose of the IEP and should be determined on a case-by-case basis.

- If a child has several regular education teachers, not all of them need to be members of the child's IEP team. The regular education teacher who serves as a member of the child's IEP team should be a teacher who is, or may be, responsible for implementing a portion of the IEP. This teacher is strongly encouraged to seek the input of the child's other regular education teachers.
- Each regular education teacher working with a special education student must have access to a copy of the IEP and be informed of his or her specific responsibilities related to the IEP and the specific accommodations, modifications and supports that must be provided.

The bottom line is this: students with disabilities are general education students first and foremost. Regular education teachers have a vital role in the success of each student. Special Education staff and parents need the involvement of general education teachers. Our goal for all students is to have each be successful in the general curriculum. Your expertise, help, and support will make that goal a reality.

## Wesley Library Goes Hi-Tech

submitted by Catherine Kropewnicki, Wesley School Principal, 231-767-7303 or [ckropwn@muskegonisd.org](mailto:ckropwn@muskegonisd.org)



With the opening of the new multi-media sensory library (Look, Listen, and Learn Center) at Wesley School, the need for a materials circulation system was created. Wesley School has implemented the use of an electronic check-in/check-out system called Destiny Library Manager to manage the library inventory usage. Destiny software uses a bar-coding system to inventory all materials that staff and students borrow and return to the library. Every staff member and student has a bar-code assigned to them. Staff and students can also access a searchable online inventory. The inventory listing has picture supports attached to titles to assist students who are non-readers in locating their desired materials.



A circulation desk has been added as a new job site for Wesley students. Students practice their communication, literacy, and technology skills by working at the library circulation desk. They are responsible for assisting with checking materials in and out of the library, restocking materials, organizing library materials, and greeting visitors.





## **NEW! Students to benefit from district-level Multi-Tiered System of Support (Formerly RtI) and MiBLSi**

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The Muskegon Area Intermediate School District (MAISD) is one of five ISD's in Michigan that is participating in the district-level implementation of Michigan's Integrated Behavior and Literacy Support Initiative (MiBLSi) this school year. In previous years, individual schools submitted an application to the state level MiBLSi team for a grant to begin implementation of MiBLSi. In spring 2011, the state MiBLSi team changed their focus from individual school-level implementation to a district level of implementation with ISD/RESA support. MAISD is partnering with Mona Shores Public Schools in this project this year.

MiBLSi is a "Multi-Tiered System of Support" (MTSS) that integrates behavior and reading instruction and interventions to ensure high levels of achievement for all students. MiBLSi is a system of supports provided to staff to improve student outcomes.

The shift of implementing MiBLSi at a district level is primarily to ensure district policies, processes, and structures are in place to support the implementation and long-term commitment toward MTSS practices at the building and classroom level. A systemic approach for implementing and maintaining a MTSS is the foundation for implementing, sustaining, and improving student support systems.

Staff from the Instructional Services and Special Education Departments at the MAISD are collaborating to develop guiding documents that will define our goals as well as shape the resources needed to support MiBLSi for districts in Muskegon County in the coming years. The MAISD team goal is to begin collaborating with three additional districts in each of the next two years.

# EXPRESSIONS 2012

## 30TH ANNUAL STUDENT ART EXHIBITION



Each year the artistic talents of Muskegon County's K-12 students are celebrated through the Expressions Student Art Exhibit. This year, the Muskegon Area Intermediate School District (MAISD) and the Muskegon Museum of Art are also celebrating their 30-year partnership. The exhibition was established "to showcase area student artwork and promote excellence in visual art education."

The Annual Student Art Exhibition began in February and will run through Sunday, April 8, at the Muskegon Museum of Art. Gallery hours are Wednesday, Friday, and Saturday 10:00 a.m. - 4:30 p.m.; Thursday 10:00 a.m. - 8:00 p.m.; and Sunday noon - 4:30 p.m. Exhibit admission costs are \$7.00 for adults, \$5.00 for students 18 and over, and children 17 and under are free. Admission on Thursdays is free.

Art specialists at each school select pieces to be included in the exhibition based on the number of students in their district. Approximately 250 pieces of artwork are assembled annually. A variety of media and types are represented, including crayon, pencil, tempera, oil pastel, acrylic, chalk, linoleum and block printing, pointillism, scratchboard, papier-mâché, wire, photography, ceramics, and mixed media.

The Muskegon Museum of Art has given this invaluable gift to our students- the opportunity to showcase their artwork to parents, friends, school administrators and staff, and the public.

*submitted by Rochelle Barr Sartorius, Arts and Select Projects Specialist  
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# West Michigan Student Showcase Under a New Umbrella



submitted by Rochelle Barr Sartorius, Arts and Select Projects Specialist  
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The Muskegon Area Intermediate School District (MAISD) has accepted the transfer of responsibility for the West Michigan Student Showcase from The Muskegon Chronicle effective with the 2012 program.

Showcase is the annual celebration of excellence for high school youth throughout West Michigan. Students are selected by their respective schools in the competitive areas of Literary Arts, Performing Arts, Visual Arts, and the non-competitive areas of Academics and Athletics. Monetary awards are given in the competitive categories for first, second and third place, and the performing arts category has an additional prize—the highly coveted Showstopper award.

Since 1981, high school students from five counties (Muskegon, Oceana,

Newaygo, Mason, and northern Ottawa) have been recognized. For many of these students, this will be the shining moment of their high school years. For others, it is the beginning of an amateur or professional career as actors, musicians, writers, athletes, and artists.

Showcase is held at the Frauenthal Theater with performances on Wednesday, March 14, and Thursday, March 15, beginning at 7:00 p.m. Half of the nominees will participate on Wednesday night, and the second half will perform and be recognized during Thursday's program.

Tickets for either of the Showcase performances are \$8.00 for adults and \$6.50 for senior citizens and students. Tickets may be obtained from the Frauenthal Theater Box Office or by calling Star Tickets at 800-585-3737 or

on the Star Tickets' website at [www.startickets.com](http://www.startickets.com).

The Visual Arts entries will be showcased in an exhibit at the Bettye Clark Cannon Gallery, in the Frauenthal Center for the Performing Arts through Thursday, March 22. Gallery hours are 11:00 a.m. – 6:00 p.m. Monday through Friday. The exhibit will also be open on performance nights.

The MAISD is supported in this program by Patrick J. O'Leary, The Community Foundation for Muskegon County, Fremont Area Community Foundation, *The Muskegon Chronicle*, Frauenthal Center for the Performing Arts staff, as well as area businesses and individuals. **Showcase** is indebted to area artists, performers, educators, and theatre specialists who serve as volunteer judges, production assistants, and coordinators.

## Awards for Innovative Physical Activity Programs



The Active Schools Acceleration Project (ASAP) has announced the launch of their national Innovation Competition to uncover the very best programs and technologies to promote school-based physical activity. The competition will award multiple prizes ranging from \$25,000 to \$100,000 to schools with the best, most innovative programs for getting students to be physically active. This opportunity is for programs currently being used in elementary schools with children ages 5-12 enrolled in K-6th grades.

**The deadline for entries to the ASAP Innovation Competition is April 2, 2012.** Visit [www.ActiveSchoolsASAP.org](http://www.ActiveSchoolsASAP.org) for more information.

For free online resources to increase physical activity and register your school for Let's Move, go to: <http://www.aahperd.org/letsmoveinschool/index.cfm?cid=00041>

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# MI Learning on iTunes U

*submitted by Randy Lindquist, Director of Instructional and Technology Services  
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Michigan educators are building curriculum, career, and professional development resources that are available free through MI Learning on iTunes U. This is a project of the Michigan Department of Education (MDE) and the Michigan Association of Computer Users in Learning (MACUL). Resources on MI Learning on iTunes U include audio, video, and PDF files and are shared by organizations and educators across the state. These resources are aligned to standards, are available at no cost, and can be accessed by computer and mobile devices, which allows for anytime, anywhere learning opportunities for students, educators, and the community.

To learn more about MI Learning on iTunes U please visit <http://www.macul.org/milearning> or check out the available resources within iTunes U by opening iTunes on your computer and use the search tool to look for "Michigan's MI Learning." A new iTunes U application is now available for mobile devices, and a search within the app for "Michigan's MI Learning" will provide results that show collections available that are specific to this project.

