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**Global
Educational
Consulting
Services**

KDSL Values

Knowledge
Action
Achievement
Relationships

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KDSL is now online. The new weblog address is...

<http://kdsl.wordpress.com>

On Being Literate

If you are able to read this newsletter, then consider it an honor. Consider the U.S. literacy statistics from the National Center for Education Statistics:

- About one in 20 adults in the U.S. is not literate in English
- 11 million Americans lack the skills to handle many everyday tasks
- 30 million adults may not be able to make sense of a simple pamphlet

What about literacy worldwide? ProLiteracy Worldwide found:

- 98% of all non-literates live in developing countries
- 52% of all non-literates live in India and China
- Africa as a continent has a literacy rate of less than 60%
- In all developing countries, the percentage of children aged 6-11 not attending school is 15%.

Do we take our ability to read and write for granted?

It's back to school time!!! In this issue you will find a new book on Differentiation by Rick Wormeli on page two along with some of my new summer findings educators must know about. My top three are on page two. Education Around the World returns with an article from Dubai by Alister Aranha, international consultant.

Projects:

- Westat
- One World Education
- Student Support Center
- American Institutes for Research
- American Board for Certification of Teacher Excellence
- Office of the State Superintendent of Education/Washington, D.C.

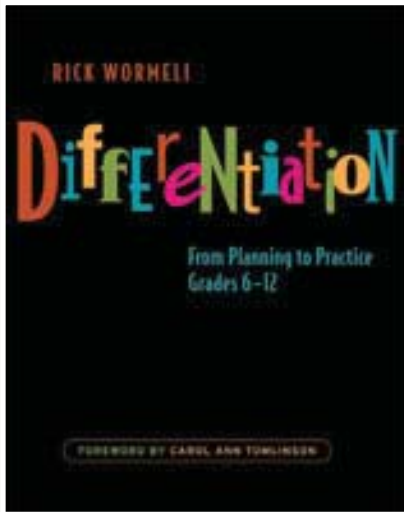
Graphic Designer

Gary Climo
garyclimo@hotmail.com

New Book Look!

“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer.”

—Henry David Thoreau



Differentiation is a widely used word in education today. No matter where you go in the world schools share how they differentiate instruction to meet the needs of all learners. Many have been trained on how to implement differentiation into their classroom. Dr. Carol A. Tomlinson, differentiation instruction guru, states:

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Rick Wormeli's *Differentiation from Planning to Practice Grades 6-12* provides readers with a step-by-step model of a differentiated lesson for middle and high school teachers. Wormeli offers many strategies and tools useful for all educators.

Read a new book you would like to share with educators? E-mail the title, a write up, and your name to KDSL07@hotmail.com.

New Findings

During the summer I encountered some new phenomenal resources highly worth sharing with educators. Check them out for yourself:

Reading Across Continents—<http://www.readingacrosscontinents.com>

One World Education—<http://www.oneworldeducation.org>

TeachMe: An Educational Conference/Dubai—<http://teachmeconference.com/index.html>



Bridging the Gap: An Outlook on Diversity

By Alister J. Aranha

Oh no! Not another “diversity” article. We’ve read enough of those repetitive pieces on “inclusion” and so forth that preach the value of humanity, its cultural parameters and the many reasons we must accept folks no matter who they are or where they come from. Do not worry as this is no ordinary write up on the subject of diversity in that it addresses the most significant aspect of the issue itself: the diversity of the mind.

My name is Alister J. Aranha and I consider myself an educator. My undergraduate degrees were earned in Marketing and Advertising and I very recently earned my MBA at the University of Massachusetts Boston. Currently, I am involved in the construction industry in Dubai, United Arab Emirates and suffice to say that all is well on the work front.

Like many of you taking the time to read this piece, I hold above all else, an exclusive respect for my peers who have dedicated their entire lifetimes to mentor, teach, coach and develop human capital. Unlike most however, the circumstances of my education may differ slightly from a true educator. I do confess to being an oddity amongst the pure but please do not run for the hills quite yet. This businessman is here to say that “we’ve finally gotten the message.” We now look to earn the respect of educators around the world and put to rest the opinion that numbers are all we businessmen dream of.

Although having earned degrees in the field of business, most of my student and full-time pre-MBA work experiences were in student affairs at institutions of higher education in the United States. It was there that I had noticed a growing gap between commerce and education; Lends itself to quite a quandary because it was those respected educators who successfully armed me with the knowledge, skills and abilities to apply myself as a business professional. So why was it then, that there was a growing disparity between the values of those involved in the systems of higher education and those applying themselves with the commercial knowledge and abilities earned from those within the field of education? Was it that all business professionals turned to the dark side of the force after graduating and bite the very hands that had once nurtured them?

Severely bothered by the commerce-educational gap and haunted by the aforementioned questions, I sought to become bilingual and familiarize myself with the languages of commerce as well as education. Still, I found no answer that fully-satisfied my query. It seemed that the answers I got from educators were too idealistic for successful applications on the field in that they were about the “fuzzy” and “feel good” messages that catered to an individual’s responsibility to only stay within the parameters of what was politically and socially possible. They spoke of right and wrong, not of best choice and opportunity cost. I also found no answer among business professionals as their idea of success was to have the numbers amount to a positive difference between revenues and costs. Their bottom lines unfortunately, did not include the investment benefits of human capital nor did they account for long-term human returns. Not until my last semester as an MBA, and after ten long years of higher-education did I finally come across an answer that made BOTH logical and emotional sense.

The concept stems from the economic concept called Economic Value Added (EVA) and in financial terms, it is equal to the Net Operating Profit After Taxes minus the dollar cost of capital (NOPAT-\$COC). Simply put, the formula is a financial calculation that measures in a greater sense the actual value being created within an organization or entity given the financial investments being put forth toward the entity’s development (forgive me if this gets a bit technical). EVA is a value calculation that verifies if you will, the validity or substance behind income statements and balance sheets in determining the realities surrounding an entity’s ACTUAL fiscal development and its cohesiveness with the growth of intellectual capital, achievement of economic goals and the its correspondence with valuation measures that function to create the link between each dollar being invested into a system and the end-result of that dollar as it relates to the actual performance benchmark laid out.

It took me a whole week to write out that one paragraph and so it is also my duty in due diligence to explain simply, the underlying meaning of this concept. In addressing inclusion, multicultural competence and any other aspects of a well rounded education lest we not ask the question “what?” but “why?” Why should we be well-versed and multifaceted in the realms of culture, economics, health and safety, decision making, social growth and academic competence? Addressing the diversity of the mind is to address the very core of which all these issues are to be realized, evaluated and executed.

Continued >>>

The concept is called "value" and while it isn't the newest term in business evolutionary thinking, it is one that needs to be applied a lot more than it is preached.

The meaning of the terms "value", "value added", "added value" or simply "value creation" were thus far silly ideals that preached nothing more than goals without substance or rational or methodology. Today however, an economic formula has been created that is unbiased, objective and strictly links us all in a way that does not depend upon agreement or other feelings of sorts. It links us all in a way that sheds truth about the world in which we live and function but also shows us how to use these circumstances favorably instead of distancing ourselves from the very means by which our entire lives revolve. Economic Value Added tells us that money does indeed make the world go round; it also shows us how we as educators can better it using this inevitable truth. Value is about making a unit of currency go the furthest that it can in its allocation as well as in its application. Creating value is the ability to link each and every unit of currency in due diligence to the end result in the performance of our businesses, political institutions, and even our education systems. The aspect of adding value is not only our inherent duty as educators by default but also the ability to measure the success of our budget allocations or investments toward student and faculty development.

Ladies and gentlemen, this formula has opened my eyes to possibility. Let not its numerical applications deter you from thinking of its message. Economic Value Added is the ability to stretch every dollar to its fullest use. It is the difference between Benefit and Investment as opposed to the old business mantra of Revenues minus Costs. It is an idea that when transferred across a variety of professional fields whether in construction and our treatment and management of third world labor forces to the field of specialized finance to prevent further Enron disasters, it can be utilized as a mental tool that is objective enough to measure and forecast the validity of our "investments".

I confess to you that finance was never my strong point. In fact, I avoided it like it was a plague because I did not understand its role other than its natural application in working with numbers and even tossing them around once in a while. Having learned of the concept of "value" brought realistic depth to finance in an idealistic manner than was indeed applicable across a variety of fields and professions. Being an educator first and foremost, I appreciate the value that this economic idea can bring to the meaning of how we should see the world and the tools it offers in developing strong men and women capable of adding value to it and changing it just as we attempt to today.

At the start of this article, it was mentioned that I wished to earn the respect of those educators who read this article. I knew that in order to do so, that I would have to be capable of speaking the language of education and to also add value to that language by integrating it with an economic idea that speaks of the same educational values that we hold so very dear. Bridging the commercial-educational gap is nothing more than being a bilingual player in this regard and finding ways in which value added conceptual integrations assists in our thought development as educators. The choice easily enough is ours to make. I would not say the same for its execution.... but it's a start.

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Global Education Consulting Services

Kevin Simpson

Global Educational Consultant

Alexandria, VA

703.992.4789

KDSL07@hotmail.com

<http://kdsl.wordpress.com/>

Educational Consulting Services

Services are individualized and tailored to the needs of the schools, teachers, grade level teams, and student achievement data. KDSL firmly believes the best professional learning is ongoing and sustained. Therefore, schools must commit to working with KDSL one or more times each marking period throughout the academic year. No one shot deals.

- ▶ *Got History?*
- ▶ *Math that Works*
- ▶ *Assessment: The Remix*
- ▶ *Learning While Doing: Teachers as Readers*
- ▶ *Show Me Don't Tell Me: Modeling and co-teaching lessons*
- ▶ *Same, Same. Differentiate, Differentiate: Differentiating Instruction*
- ▶ *Follow the Curriculum Map Road: Curriculum Mapping, Planning, and Pacing*
- ▶ *Show me the Data! Accessing, analyzing, and acting on numbers*
- ▶ *Somebody's Watching Me: Peer observation and feedback*
- ▶ *Hands-on, Minds-on: Instructional Strategies that Work*
- ▶ *The Secret: Teacher Collaboration*

Other Services Available:

- ▶ *Education Branding*
- ▶ *Curriculum Writing*
- ▶ *School Improvement Plans*
- ▶ *Instructional Walkthroughs*

For complete consulting service descriptions, please e-mail KDSL07@hotmail.com.