



FDLRS/East  
spring 2011  
volume XXX #4

# Coastline Newsletter



## Splish, Splash Summer: Test the Water And Dip into Web 2.0 Resources!

You might ask, “What is Web 2.0?” Web 2.0 technologies are basically just Internet websites that are all about *easy*, *user generated* and/or *interactive content* that can be *shared*. Here are a few Web 2.0 favorites that might be worth “dipping” your toes into this summer.

### **PreSchool/Elementary**

**little birdtales:** Three easy steps allow you to upload your child’s artwork, record voice and text, and then share an original online book with your family and/or friends. Noted as “capturing the voice of childhood,” the creators of this site strive to spark the imagination and creativity of young children. This site fosters a love for reading and writing as well as a being a “green” alternative for making lasting memories. Follow the link to view a video of this FREE Web 2.0 site and start creating a summer story book! <http://littlebirdtales.com>



### **Elementary K-5**

**e-learning for kids:** Free online learning and practice for ages 5-12 across the curriculum. You can select your age, grade or subject area to locate a variety of activities. Interesting online scenarios allow the practice of many common concepts in math, language arts, science, computers, environmental skills, health, life skills and English language learning. Most include good graphics and auditory support.

<http://www.e-learningforkids.org>



### **Middle/High School**

**Google News Timeline:** This unique timeline organizes news, sports and other information chronologically. You can navigate in a variety of ways and even zoom in and out to see more details about an event. Type your birth date into the search box and see what happened the day you were born! <http://newstimeline.googlelabs.com/>



**Museum Box:** An innovative way to show what you’ve learned about history or other topics by creating a sort of virtual shadow box. You can display text, graphics and movie files in the cubes. This is a great UDL (Universal Design for Learning) tool to represent information or to express what you know. <http://museumbox.e2bn.org>



**Contents**

- page 2: Thinking Maps, Viera High School
- page 3: ESE Modified at University High
- page 4: PDA; Brevard Community College
- page 5: VSAFL Artists in Residence
- page 6-7: ASAP: Science EXPO
- page 8: ESE Online Proficiency Program

**We appreciate you reading the *Coastline* newsletter. Please click on this link to complete a quick satisfaction survey. Thanks!**  
<http://www.surveymonkey.com/s/MN5BPT5>

### Parents/Teachers

[WatchKnow](http://www.watchknow.org/) has indexed over 20,000 educational videos, placing them into a directory of over 3,000 categories. The videos are available without any registration or fees to teachers in the classroom and to students at home 24/7. Users can dive into the directory or search for videos by subject and age level. Video titles, descriptions, age level information, and ratings are all edited for usefulness. <http://www.watchknow.org/>



[Twurdy](http://www.twurdy.com/index.php) is a search engine (powered by Google) that indicates the reading level of each page in a search result. Pages are given a reading level score, and results are color coded to make it easy for a user to recognize which results are likely to be most helpful. <http://www.twurdy.com/index.php>



[Aviary](http://www.aviary.com/) is a free online suite of multimedia tools that can be used by learners to help gain 21st century fluencies. The suite includes a sophisticated image editor that can be used to create from scratch or for modifying existing images, a vector editor, an effects editor, a color editor, an image markup tool for screen captures, a Firefox extension for doing quick screen capture, a versatile audio editor (try creating a podcast), and even an amazing music creator. Teachers can check out the free beta version that allows you to create private student accounts, as well as manage assignments and projects. <http://www.aviary.com/>

### Thinking Maps

by Barbara Boone, Viera High English Teacher

The concept of *Thinking Maps* was introduced to the Viera High School (VHS) faculty in the fall of 2007. Since that time, all of our existing faculty and new teachers have received *Thinking Maps* training. This type of training has our “teacher toolboxes” with the students in comprehension of con-

The core purpose of teachers and students at our approach of a “common visual troduce concepts in a format that Each teacher at VHS has a set of posted in their classroom for easy



proven to be a great addition to ultimate goal of assisting our student material in all of their classes. *Thinking Maps* benefits both school. Using this standardized language” helps the teachers in- is already familiar to the student. the *Thinking Maps* diagrams reference. While the eight maps

remain consistent, our teachers have become quite adept at “tweaking” the maps to reflect the content they are teaching thereby “transferring the thinking process” and “integrating learning” into their curriculum. *Thinking Maps* are used across all disciplines at VHS in both academic and elective courses, and at all levels from remedial to regular classes to Honors level AP coursework.

Students benefit from the consistent nature of *Thinking Maps* - what they utilize in one class can be adapted in another. For example, a Multiflow Map analyzing “Cause and Effect” can be used for reading comprehension in an English class and then could also be used in a Chemistry class to analyze a chemical reaction. The familiarity of the maps alleviates the stress a student may feel about creating or learning a different type of graphic organizer. Ultimately, *Thinking Maps* have been used successfully at Viera High School.

## ESE Modified at University High School, Volusia County

Gail Borland, ESE Modified Teacher

I was honored to have been chosen to be the first ESE Modified teacher at University High School. Our first project was to set up on-campus jobs. These included cafeteria work, assisting in the kitchen, culinary arts, and newspaper delivery. Our next project was to establish an on-campus enterprise. Aluminum can recycling has provided an opportunity for students to practice teamwork, responsibility, following directions, as well as earning money.

The lab has become the University Grocery Store, where empty containers are arranged in grocery store sections, enabling students to learn the shopping skills of item identification, stocking, money skills and bagging. Students learn laundry skills by laundering and folding the girl's basketball team uniforms. The students also utilize the kitchen area by cooking at least once a week.

A "point savings program" has been established. Each student has their own savings/checking book. They earn points for being on time, having supplies, following directions, finishing work and cooperating with others. Their points are "deposited" daily in their books. At the end of the day, the Titanville Bank and Titanville Store open, enabling students to withdraw from their accounts by writing a check.

We have just started off campus Community Based Instruction (CBI). Our first location is helping in the kitchen at Florida Hospital, Fish Memorial. Future plans include the City Hall, Police and Fire Stations, Goodwill, Publix, Walmart and the Drivers License Bureau which will assist students in obtaining state IDs.

Timesheets are kept daily, using regular clocks as a guide. I use this activity as our daily "bell ringer." We "round out" our day with learning how to fill out applications, write cursive, write addresses, tell time, chart weather temperatures, follow our recent inauguration activities, learn the names of our leaders, learn basic math and report current events. Students are also challenged by learning new words each week that are then added to our Word Wall. They learn to spell them and also learn their definitions.



Students in Ms. Borland's class polish their culinary skills in the school's kitchen. These skills will be transferred to kitchen work at local hospitals.



Reading the newspaper for UHS campus delivery.

## PDA Online Course: Introduction to Differentiating Instruction:

### Responding to All Learners

FDLRS/East coordinates several online courses during the school year. *PDA: Introduction to Differentiating Instruction – Responding to ALL Learners* was a free 12-hour online course that started on January 31<sup>st</sup> and ended on March 14<sup>th</sup>. This course provided an opportunity for participants to learn and apply the guidelines of differentiating instruction in order to maximize each student's potential. The participants developed their clarity of the importance of learning goals, used assessment information to make instructional decisions, and provided engaging and challenging work that was matched to the learners' needs.

Here are some "end of course" statements from the participants:

*"I'm glad it went beyond assessment, learning styles, and learning interests. It addressed HOW to differentiate assignments and activities with practical ideas and examples."*

*"Even though I have never taken an online course before, it was easy to navigate through the course."*



*"Every activity taught me how to create a differentiated classroom."*

*"I feel comfortable enough now to teach a class on differentiation."*

*"This course was very useful and full of great current information."*



**Becky Atwood** and **Cindy Wickham** facilitated this course. **Robin Gipson** offered technical support to the participants. This online course will be offered again during the first and second semesters of the 2011-2012 school year. For additional information, please contact Cindy Wickham, FDLRS/East Learning Resource Teacher and PDA Coordinator for Brevard at 321-633-1000, ext. 559 or [wickham.cindy@brevardschools.org](mailto:wickham.cindy@brevardschools.org).

## FDLRS OVERVIEW and TOUR

for BREVARD COMMUNITY COLLEGE (BCC) FUTURE EDUCATORS

Each year FDLRS/East conducts up to six *FDLRS Overview and Tour* sessions for Brevard Community College Future Educators. **Susan Lamm-Merritt**, Associate Professor of Education at BCC's Melbourne Campus, has been bringing her college students to FDLRS for over 10 years. The students receive handouts about FDLRS services, hear about their programs, and visit three of their work areas: the FDLRS Production Lab, the 404 Computer Lab, and the FDLRS Library.

Here are three statements from participants:

*"I realize this field trip is a great experience for my 'future teachers' because most don't know that such a place exists. FDLRS is a wonderful resource for the students, not only for their future career, but also for their current education research projects and presentations. My students have come to realize that FDLRS provides many useful tools to help teachers, as well as parents, with their special needs children."* Susan Lamm-Merritt

*"I had no idea that there was a resource like FDLRS. It was an awesome field trip and I will definitely utilize the facilities when I become a teacher."* Margaret R., Future Educator

*"I think this is a terrific resource, not only for teachers, but also for parents. I am glad to know that the state and district recognize the need for such a center, especially with our current educational budget cuts. I now understand that FDLRS provides support for teachers and also gives them an opportunity for a creative outlet . . . developing projects for classroom use."* Connie M., Future Educator



Susan Lamm-Merritt, Associate Professor of Education, BCC



## VSAFL Artist in Residency: Project Patience

by Ms. Edelmira Carrasco Brissette,  
Primary (K-4) Teacher of Emotional Behavior Disorder (EBD) Class  
at Imperial Estates Elementary

From the first session to the final one, the classroom was filled with excitement and creativity! **Mr. John Moore**, the VSAFL artist, taught **Ms. Brissette's** class how to create puppets from recycled materials. The class was eager to learn from the talents of Mr. John the puppeteer. Enthusiastically, the students shaped their recycled foam into a variety of animals including a frog, lion, serpent, and a few other unique creatures. They used recycled materials such as yarn, fabric, marbles, rocks, plastic bottles, ping-pong balls, beads and feathers. Mr. John's lessons were not only educational but also filled with lots of fun and laughter! Students explored their creative side and learned a life lesson on patience by having to wait their turn to obtain materials or receive assistance from Mr. John, Ms. Brissette, or Mrs. Cybulski, the Instructional Assistant. When a student had a behavior disruption, they were quick to re-engage because it was extremely important to them to complete their personal puppet due to the value of the art sessions.

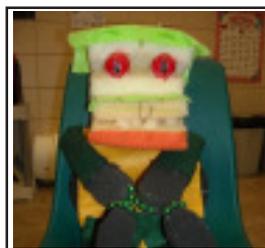


Positive feedback was demonstrated throughout the project by Mr. John. When the students said, "I messed up," Mr. John's reply would be, "Take another look and see what **YOU** see." This made the student's reevaluate what they thought was a "mistake" and use problem solving skills to further their insight and look at their creation differently.

It was such an honor to have Mr. John work at our school with students who overcome obstacles on a daily basis. He is a resident visual artist with VSA Florida who specializes in using recycled and reused products to create puppets and sets.

VSA Florida (VSAFL) is a state affiliate of VSA, an affiliate of the John F. Kennedy Center for the Performing Arts. VSA arts was first known as Very Special Arts. The FL affiliate was begun in 1981 by the Florida Department of Education and the Florida Department of State and housed at FSU. VSA Florida provides arts, education, and cultural opportunities for and by people with disabilities through a network of program partners in every Florida County.

This residency was a perfect match as the class was studying recycling and ways to lessen the footprints we leave on the Earth. **Project Patience** went from an 8-hour VSAFL Artist in Residency puppet making activity to a classroom culture that emphasizes "**The Green Rule**" ♻️ Reduce, Reuse, and Recycle. Not only did they learn the importance of "**The Green Rule**," they shared what they learned by performing the song "Earth Day Helper" with their puppets at a school assembly on April 29<sup>th</sup> in celebration of Earth Day.



## **ASAP:** Access Science through the Access Points

On February 8<sup>th</sup>, Life Science training for 12 of Volusia's Multi VE teachers was launched. The ASAP (Access Science thru the Access Points) training immersed the teachers in a full day of life science experiences enhanced by Safari Montage footage, Classroom Suites software, communication devices and hands-on science experiments.

On April 29<sup>th</sup>, 70 students in Multi VE classes from 6 middle and 6 high schools participated in the 1<sup>st</sup> ASAP Science Expo held at University High School. The day included a short presentation sponsored by FPL, "Professor Whys Powerful Adventure," viewing and judging of "class" science projects and the awarding of ribbons for all participants.

The Expo was the culminating event after months of lessons and activities that teachers incorporated into their Multi VE curriculum that is aligned with the Next Generation Sunshine State Standards Access Points. Classes created science board projects that followed the scientific process and focused on Life Science. Student volunteer judges were organized under the watchful eye of Jeremy Blinn, S.T.E.M. Academy Director. A highlight of the event was the interview process when the 24 volunteer judges discussed with the students the scientific process involved in creating the projects. The students talked about their projects, some using augmentative, alternative communication devices and techniques. All of the class projects were phenomenal!

*Special commendations go to the following participating teachers and schools:*

Farisha Ali-Bhola, Atlantic High School  
Kristen Bennett, New Smyrna Beach Middle  
Sharen Cemelich, Taylor Middle/High School High  
Trish Cerone-Howe, DeLand High School  
Donna Chmilnitsky, Seabreeze High School  
Lorna Foxworthy, University High School  
Brenda Hileman, Deltona Middle School  
Linda Krenzler, Hinson Middle School  
Beth Outlaw, New Smyrna Beach High School  
Vincent Percaro, Deltona High School  
Scott Reaves, River Springs Middle School  
Patti Willems, Silver Sands Middle School

Visitors enjoy the science boards at the April 29th EXPO.



Teachers preparing a "cell" pizza on February 8th.



S.T.E.M. students discuss experiment results with Multi students.

spring 2011



S.T.E.M. students "talk" with Multi students using various communication devices!



Pedaling the bicycle to create electricity with Professor WHYS!!!



Using other communication techniques to interact about science board displays.



S.T.E.M. Director Jeremy Blinn coordinates his students in assembling the science boards for ribbon award time.

**What a great day!!!**

## Exceptional Student Education Online Proficiency Program

*Daytona State College, in cooperation with Indian River State College, is implementing the Exceptional Student Education (ESE) Online Proficiency Program for the east central Florida region.*

The ESE Online Proficiency Program will provide 28 teachers with complete scholarships to offset costs. The program will help secondary general education teachers prepare for the diverse population in Florida schools and improve the quality of instruction given for all students.

Courses will be offered during summer and fall 2011. It consists of four, three-credit online courses, totaling 12 credit hours. Students are assessed on the standard college grading system.

The curriculum includes:

- 1) Introduction to Exceptional Student Education for Secondary Teachers
- 2) Behavior Management
- 3) Career/Vocational Assessment and Planning
- 4) Differentiating Instruction

### Program Benefits

- Scholarships are available for up to 28 teachers who enroll in the four-course program.
- Instructors are educators who are experts in the field of teacher education.
- Convenient online instruction is offered in a technology integrated environment.
- Courses will be offered during summer and fall 2011 semesters.

### Admission Requirements

To enroll in the ESE Online Proficiency Program, teachers must:

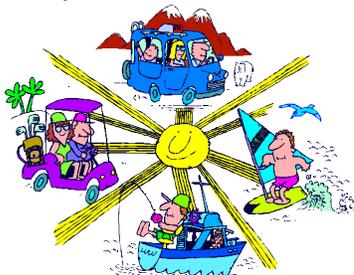
- Provide proof of employment as a current secondary general education teacher in approved counties;
- Complete a Daytona State College Application;
- Complete an ESE Online Proficiency Program Application;
- Provide an updated resume to the College of Education at Daytona State College;
- Make a commitment to take the ESE certification test upon completion of 4 online courses.

### For more information:

Daytona State College  
Bldg. 100, Suite 224  
1200 W. International Speedway Blvd.  
Daytona Beach, FL 32114

Dr. MaryAnn Gromoll  
Telephone: (386) 506-3546  
www.DaytonaState.edu

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**Start thinking  
summertime!**

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This publication can be made available to persons with disabilities in a variety of formats, including large print, cassette tape, and braille. Telephone or written requests should be made at least two weeks prior to the time you need the material and should include your name, address and phone number. In **Brevard County** requests should be made to Kim Riddle, ESE Lead Teacher, 2700 Judge Fran Jamieson Way, Viera, FL 32940, (321) 633-1000, ext. 535 and in **Volusia County** to FDLRS, Campbell Middle School, 625 S. Keech Street, Daytona Beach, FL 32114, (386) 258-4684. You can access the *Coastline* newsletter by visiting the FDLRS/East website at <http://fdlrs.brevardschools.org/east/> OR <http://myvolusiaschools.org> (click on "departments" "fdlrs")