



A Year Like No Other

One Classroom at a Time

May/June 2012

Our Mission:

Utilize technology to transform teaching and learning in support of EdVantage

Our Vision:

Foster an environment of creativity, innovation and collaboration in support of personal growth and learning for all



You can feel it as soon as you walk in the room. It's authentic, unmistakable and contagious. Lee Middle School Social Studies teacher, Gayle Flynn, is cranking on all cylinders. "Her energy just fills up the room," noted IT Supervisor, Jeannie Galindo, on a recent visit. "This year has been unlike any other," the veteran teacher reflected. Flynn attributes the difference to the synergy of 1C@T. "This is the most genuine collaboration I've been involved with," Flynn recounted. "When the team gets together to plan, we bounce ideas off one another and we're limited only by our imagination." "I have been inspired by Gayle's willingness to take on new challenges," Instructional Technology Specialist Sabrina Boehm added. "We talk about something and the next thing you know, she's actually doing it. While at [FETC](#), I went to a session on paper slideshows and Tweeted what I had learned to the 1C@T community. By the time we returned, Gayle's students were making them to tell the story of Daedalus and Icarus." Curriculum Specialist Liz Smith's contribution to the collaboration has also been significant. "She knew the Core Curriculum inside and out and helped me scaffold learning and interjected ideas that provided continuity. She offered essential questions that threaded through the entire year, rather than unit by unit, helping kids see the big picture, understand why we study ancient history and fathom why we still read the myths 2,000 years later."

"We (1C@T Participants) were encouraged early in the project to "unlimit" our thinking and to use all the tools at our disposal to differentiate instruction and provide students with choice in how they would demonstrate what they had learned," Flynn explained. "I felt quite liberated." She added, "I wanted to give my students that same freedom." In return, Flynn was given a window into their souls. "Because students were able to express their learning in ways of their own choosing, I learned more about them than I would have otherwise known." Flynn continued, "I especially love to watch the kids when their wheels are turning and witnessing the moment of inspiration. When responding to a challenge, some students know right away exactly what they will do. Others wrestle with their thinking."

There's no substitute for a technology rich environment if you want to increase student engagement and differentiate instruction. Though notes Flynn, "Some gravitated to the technology more slowly. One exceptionally bright student, who rarely interacted with others, early on defaulted to pen and paper. He often finished assignments long before his peers. He used that time to experiment with the technology and found he had quite an aptitude for it. Helping others figure out how to do things gave him a new outlet for engaging with other students." Through the 5% required local effort, Flynn was also able to purchase an [Achiever Audio Enhancement System](#) for her classroom. "Now you can hear from every part of the classroom," Flynn observed. It sounds like a small thing, but for one, it has made all the difference. "I have a student with an audition deficit. He had to sit on the left side of the room for optimal hearing. The system allows him the freedom, for the first time in his educational experience, to move about the room and sit wherever he chooses and to be just like everyone else." *One Classroom at a Time*



Online Learning Spotlight

So Much to Talk About, So Little Time

Congratulations

Francie Snyder, Oneco Elementary's Gifted Teacher, received Honorable Mention status by [ISTE](#)'s Special Interest Group for Online Learning. The project 'Reading Across State Lines/Virtual Literature Circles' was a spotlight feature earlier this year. Snyder was invited to present a Poster Session at the June International Society of Technology in Education (Conference in San Diego. [Click here](#) to learn more.

Moodle Update: From 1.9 to 2.2

Our new version of Moodle is up and running. Migration of courses from the old to the new will be completed by August, ending in the retirement of "Moodle1." In the meantime, several courses are beginning to be offered in Moodle 2.2. For access, go to <http://moodle2.manateeschools.net>. Just like in the old Moodle, you will use your FirstClass username and password to log in. The courses will require either an enrollment key or manual enrollment. (someone assigns you to the course) Throughout the summer, Moodle 2.2 will undergo several updates. The overall look and feel will be modified and new plugins will be added along with a few supplemental programs (Google Apps for Ed). The integration of Moodle into Focus is well underway. During the summer, the system will be tested and developed so that it is available for access in the new school year. Keep an eye open for training opportunities.

Webinars & Virtual Meetings

Webinars were being offered everywhere! There are daily emails from outside entities offering webinars on topics ranging from Implementing the Common Core Standards to BYOD (Bring Your Own Device). Across the District, SKYPE and Connect Pro were used more than ever in the past for both virtual meetings and webinars. This summer, Connect Pro will get an update to insure that it is functioning at its fullest potential. Remember SKYPE is free! If you are going to use it in your classroom, you will need to set up an account using your District email. If you want to learn more about how to use SKYPE in the classroom check out the following:

<http://education.skype.com/>

<http://twitter.com/#!/skypeclassroom>

<http://blogs.msdn.com/b/education/archive/2012/05/18/using-skype-in-the-classroom.aspx>

*"Walk through life as
if you have something
new to learn and you
will."*

Vernon Howard

What's in a Name? The Neuroscience of Learning

For years, educators have applied multiple intelligence theory and brain based learning strategies to instructional practice. After attending the Learning & The Brain Conference in Washington DC, however, it became clear that much more is known about how the brain learns than is being applied in our classrooms. Neuroscience has a great deal to teach us as we begin to develop and deliver online and blended learning experiences. This month's *What's in a Name* will focus on the brain and some of the books written by conference presenters.

Spark: The Revolutionary New Science of Exercise and The Brain (2008), John J. Ratey, MD of Harvard Medical School. (<http://sparkinglife.org>)

Adding exercise to your lifestyle sparks your brain function to improve learning on three levels: it optimizes your mind-set to improve alertness, attention, mood, and motivation; it prepares and encourages nerve cells to bind to one another, which forms the cellular basis for logging in new information; and it spurs the development of new nerve cells from stem cells in the hippocampus. From an online perspective, Ratey's presentation reinforced the need to chunk material so that the learner is engaged and focused for "Squirts" of time, instead of endless hours of sedentary connected work.

Leading 21st Century Schools: Harnessing Technology for Engagement and Achievement (2009), Lynne M. Schrum, PhD of George Mason University

Create a tech-savvy school that delivers academic success! Today's schools have an opportunity and responsibility to

help students achieve academically and prepare for their futures in the 21st century. Written for school leaders, district officials, and technology directors, this user-friendly guide describes how to develop and lead effective schools that meet the needs of 21st-century learners, integrate new technology into teaching and learning, and realize measurable performance improvement. From an online perspective, Schrum reinforces the opportunity online learning provides to create non-linear environments that support deep learning and creation of knowledge through exciting curricula based on real world problem solving; provision of scaffolds and tools to support enhanced learning; opportunities for feedback, reflection, and revision; and the access to local and global communities.

Digital Technology and The Brain (2011), DR. Paul Howard-Jones of University of Bristol, England

This book is a guide for the online family. Many children are now growing up immersed in technology, with teenagers leading the advance into a 24/7 digital lifestyle, so this resource is timely. From an online perspective, Jones reinforces the role of the family and the ever present need to communicate with parents expectations for online learning at the different levels, along with providing them guidance on how to BEST influence their child's BRAIN.

*"Search not for who you are,
rather, search for the person you
aspire to be."*

Robert Brault



Our Focus

The Instructional Technology Department has five areas of focus: leadership, collaboration, professional development, support, and research & development.

Leadership goals include providing direction for accomplishing the Technology and Learning Strategy.

Collaborative efforts will revolve around partnerships with teachers and Curriculum Specialists targeting the transformation of teaching and learning with technology.

The Department will continue to foster skill development through training in support of classroom, administrative and operational technology integration.

Emerging technologies will be the focal point of research and development activities, perpetuating the District's legacy of leadership and innovation.



Creative Collaboration: Priceless

When you hear students call out to him in the hallways and see the smiles on their faces when they enter his classroom, you know that Fred Tyler is doing something right and something that he enjoys.

This *One Classroom at a Time* teacher earned his bachelor's degree from Florida State and his Master's from Nova Southeastern and has spent his entire fourteen year career teaching 6th grade World History at Lincoln Middle School. Tyler, the father of two children, 6th grader Jonathan, and 3rd grader Micah, has plenty of enthusiasm and energy for his students.

"I'm the kind of guy who likes to figure things out for myself and I'm not real good at taking no for answer," Fred confessed. "But it's been significant to be able to get together as a team to brainstorm and plan. My fellow teachers and administrators have also been supportive." Brian Best, Instructional Technology Specialist in support of Team Tyler commented, "One of Fred's best qualities is that he's low maintenance and he takes the initiative to learn new things." The respect is mutual. Tyler added, "Brian fills in the blanks where apps are concerned and is a real time-saver in responding to questions regarding the iPads." The two pulled off a coup to win the [1C@T Twitter Challenge](#) second quarter. For their efforts, Tyler was awarded a SmartBoard for use in his classroom. "Many of my students are familiar with SmartBoards from elementary school," he explained. "I'll have to use part of the summer to become more proficient in its use."

Also new to the classroom this year were the iPads provided to project participants. Parents and students alike share enthusiasm for the devices. "It's time consuming to review apps before allowing them to be used by the students," Tyler reflected, "but there is absolute value in the process." Topping the list of classroom favorites are [Doodle Buddy](#), [Storyist](#), [Scribble Press](#) and [Edmodo](#). Tyler enjoys the immediacy that he and his students get while using the iPads, and appreciates their value as a diagnostic tool. "What's most impressive, however, is the way students' have demonstrated responsibility in using the school's technology, though it has been a challenge for some students to adapt to the privilege of using social media."

SmartBoard, \$2000. iPads, \$11,000. Creative collaboration, priceless. *One Classroom at a Time*.

IT Bids Farewell to Joyce Bartgis

After 24 years of dedicated service to the students, teachers and schools of Manatee County, it is time to bid farewell to Instructional Technology Specialist, Joyce Bartgis.

"You have left your indelible mark. We will miss your professional expertise and your friendship and wish you only success and happiness in your future endeavors. May they be all that you hoped for!" With much love, the Instructional Technology Team.

Joyce is the epitome of a Southern lady. She is soft spoken, intelligent, and hard working. She sacrifices everything for her family. I was honored to work with her and am still honored to call her a friend. Nan Sisemore

Moody has been blessed to have you at our school. It won't be the same without you, but you've left us with a wealth of knowledge and skills. I wish you well and hope you enjoy this new phase of your life. Theresa Kapper

Your sweet spirit and smile will be truly missed. It has been an honor to work with you and to know you as a friend. You have touched many lives and changed so many hearts. You've made a difference. Wishing you the very best on your retirement. Take the time to enjoy all the things that bring you joy and know we are thinking of you always. Kathy Lindergren

If you want others to be happy, practice compassion. If you want to be happy, practice compassion. (Dalai Lama) Working with Joyce over the years was a true pleasure! Her patience, kindness, and compassion were so appreciated. However it is her laughter and the twinkle in

her eye that I will miss the most. Best wishes in your retirement, Joyce! Dawn M. Howard

It's been a true pleasure working with you and getting to know you! Enjoy every minute of your "new" life with your family and friends! Love you! Ann Mannino

I really appreciate the time we shared while working as Instructional Technology Specialists. You are a warm and talented friend. I know your schools appreciated your efforts to assist them in their technology projects. It was great to work with you again this year in the classrooms at Moody. Have a wonderful retirement! Lynne Menard

May you have happy days reading books, spending time with your family, and occasionally going out to lunch with you IT buddies. Love ya, Jeannine Martin

It has been wonderful to work with you over the years. Thank you for your dedication and commitment to "building capacity" so that teachers are better prepared to provide an engaging classroom for our students. I will miss your sincerity and compassion. Best Wishes as you enter this new chapter. Tina Barrios

Joyce worked at Miller for quite a few years. She was such a good teacher and team player. We had Kentucky Derby parties at her house a few times--lots of fun!!! Joyce always knew Miller was her "home" and was always here for us. I will miss her but she and I can do lunch as we both "retire"!!! Pat Cairns

This is your life. Find a passion and pursue it. Love deeply, dream big, and laugh everyday. Jeannie Galindo



Who's Your ITS ?

Mac Aldrich

Gullet, Mills, Orange Ridge,
Southeast and Sugg

Joyce Bartgis

Abel, Manatee ES, Moody, Palm View
and Tara

Brian Best

Bashaw, Freedom, McNeal, Oneco
and Stewart

Sabrina Boehm

Bayshore HS, King, Lee, Palma Sola
and Rowlett

Paul Champagne

Harlee, Manatee HS, Miller, Prine and
Sea Breeze

Brenda Cornwell

Haile, Johnson, Lakewood Ranch,
Nolan and Wakeland

Angie Fairweather

Braden River HS, Braden River MS,
Kinnan, Myakka and Samoset

Greg Klein

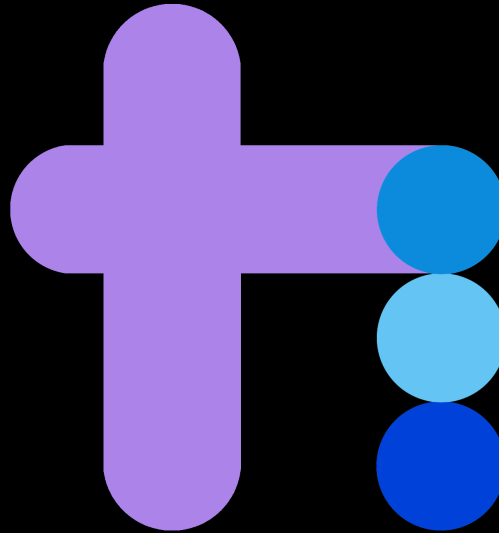
Anna Maria, Buffalo Creek, Palmetto
ES, Rogers Garden and Williams

Jeannine Martin

Bayshore ES, Braden River ES,
Daughtrey, Willis, Witt

Kathy Sharp

Ballard, Blackburn, Lincoln, Palmetto
HS and Tillman



**TRANSFORMING
TEACHING WITH
TECHNOLOGY**

Transforming Teaching with Technology

Instructional Technology is pleased to announce T3: Transforming Teaching with Technology, a “first of its kind” online course integrating effective instructional practice with technology. It’s not about doing the same old things in different ways, but about leveraging the power of technology to engage students, personalize learning and differentiate instruction.

There is very little about **T3** that is conventional. Each of the course’s modules had its own architect, for instance. Such an approach insures that as participants work their way through the course, they are exposed to a variety of learning experiences, appealing to the gamut of learning styles, modeling for teachers the importance of diversifying the learning to reach all students. Adding to the course’s fresh design is its non-linear approach. Participants may complete modules as they become increasingly relevant to their instructional practice. Furthermore, each learning activity is applied to the unique curricular and grade level challenges of each participant.

T3 integrates Marzano’s *Classroom Instruction that Works* with Pitler’s work on technology integration. (*Using Technology with Classroom Instruction that Works*) Each module focuses on a specific high-yielding instructional strategy. Participants learn not only which types of technology resources are most appropriate for implementing each strategy, but also how to utilize technology to personalize learning and differentiate instruction.

T3 is not just a course, it’s a professional development paradigm shift and an ambitious pursuit. Participants may complete the entire course to meet the deliberate practice requirements (PDP) of the new teacher evaluation system (60 pts.), or pick and choose from the course’s modules (6pts/ea.) those that speak to their respective challenges, providing “just in time” learning to improve instructional practice.

Though not for the faint of heart, there are a variety of resources available to assist participants including: How to videos, planning questions, tutorials, and resource indices sorting available technology tools into instructional domains of usefulness. Additionally, ongoing and timely feedback will be provided to participants by course facilitators and peers. Be a better teacher, “T3”. Initial enrollment begins June 18th. For more information, [click here](#).



Tech Contact Corner

Braden River High's Betti Hargen - Up to the Challenge

*"Discovery consists of seeing what all have seen, but thinking what none have thought."
Albert Szent-Gyorgi*

It's 7:45, and Betti Hargen is already hard at work in the media center at Braden River High School. The recent rounds of FCAT and EOC testing required her to set up 200 student stations. Today, she is disassembling 100 laptops and returning them to their carts for classroom use. "With high stakes testing, the technology simply has to work," comments Hargen as she spools ethernet cables.

Born in Milford, Connecticut, Hargen moved to Manatee County, when she was young. She briefly attended Manatee High School before becoming part of the first graduating class of Bayshore High School. She remembers those days fondly and speaks highly of Judy Krieling, a teacher she had while at Bayshore. Hargen recalls, "Ms. Krieling was an excellent teacher!"

Hargen's work in technology began by supervising the computer lab at Bashaw Elementary. She was looking to move to a high school when Braden River opened in 2005. Having completed her AA degree, she was offered the Tech Contact position. "Being there when the school opened was exciting. I had an opportunity to work at my son's school. He was a freshman that year," she explained.

Braden River sports sixteen laptop carts for teacher checkout. Teachers typically reserve them for a week, but Hargen stays flexible. "If a teacher needs more time, I try to accommodate them," she says. In addition to maintaining the laptop fleet, Hargen repairs laptop monitors and keyboards, maintains inventory, performs maintenance, changes projector bulbs, wrestles sound systems, fixes Scantrons... and takes care of whatever else lands on her desk. She notes, "I enjoy taking on problems as they arise. It's nice that my job isn't so regimented."

Hargen shares the same concerns as other Tech Contacts in the district. With computer based testing taking such a dominant role in the next few years, Tech Contacts are trying to meet the hardware and logistical needs of their school. Finding computers that meet testing requirements is a challenge in tough budgetary times.

In addition to her technology work, Hargen is actively involved in her school. She serves as a TSA advisor and is traveling with 23 students to national competition this summer. She is also a member of this year's Aspiring Leaders Cadre and will complete the program in a few weeks. "I'm looking forward to presenting my issue analysis this week," she notes.

There's an App for That



FirstClass Mobile:
Access district email
FREE



Photon Browser:
Flash animations on web
\$4.99



Evernote:
Your notes everywhere
FREE



Dropbox:
cloud-based file sharing
FREE



Edmodo:
Student safe, educational social network
FREE



Tunes U:
Get educated
FREE



Show Me:
Share whiteboard presentations
FREE



GoodReader:
PDF Reader PLUS!
\$4.99



Splashtop Remote:
Control your computer
\$4.99 (iOS 10.6 min.)



Something to Think About

Transforming. It's the present participle of the verb transform and it means to make a thorough or dramatic change in form, appearance or character. It's a word used to describe educational practice today and one that appears in our own strategic plan. "By 2015, we will transform the teaching, learning and operational environments by maximizing the effective use of technology." The word inspires us to dream about what accomplishing such a feat would look like, sound like, or feel like and what impact such a change would have on student achievement. In reality, for all the grandeur of the possible, schooling in America has been slow to change.

In his book, "*ReThinking Education in the Age of Technology*," Alan Collins, retired Professor Emeritus of Education and Social Policy at Northwestern University, describes three eras in our nation's educational history. Initially, the responsibility for learning in the Apprenticeship Era rested upon parents and students learned skills from the "masters." The Industrial Era brought about the notion of universal schooling, standardization and state responsibility for learning. Collins notes that we have now entered into the Lifelong Learning Era, where individuals now take responsibility for their own learning and pursue knowledge in line with their passions. The problem at hand is rooted in the contradiction between the self-directed pursuit of knowledge and the culture of schooling: uniformity vs. customization, teacher control vs. learner control, teacher as expert vs. divergent sourcing, standardized assessment vs. specialization, knowledge retention vs. reliance on resources, coverage vs. immersion, learning through absorption vs. learning by doing, just in case learning vs. just in time learning.

This incongruence create a dilemma for today's classroom teachers, the administrators who supervise them and District leadership. How we respond to the challenge at hand will determine our fate as educators. We need to rethink learning, motivation and what is important to learn. A failure to do so will render public schooling obsolete. Fueled by technology, students will seek knowledge and skills where it is most accessible, offered at a pace consistent with the rate at which they learn and where it speaks to their individual interests and styles. They will seek opportunities to pursue their passions and forgo an outdated approach, designed for the Industrial Age, that no longer meets their needs or the needs of the technological world into which they were born. Now that's something to think about.

[Click here](#) to find out what today's kids want from school.

"Flippin' Out" at the Shore

From all appearances, it started out as a typical Algebra 2 class. Students entered the classroom purposefully, retrieved their laptops from the cart and began without explicit direction to wrap their minds around the days' Bellwork: Solve $\log x = 2$, $\log_x 2 = 2$. Write as a single log; $2 \log x + \log 4$. While sometimes used to hook students into the learning that is to come, in this case, the bellwork is being used as formative assessment. Bayshore High School Math teacher Jeff Hall explains, "In a flipped classroom, students use a variety of online digital resources to access the learning. Formative assessments, like today's bellwork, give me an idea about who gets it and who doesn't, so we can close the gaps."

"The [flipped classroom](#) provides avenues for teachers to become facilitators of learning and move away from the sage on the stage approach to teaching," explains Mike King, author of [Digital Sandbox](#). Hall elaborates, "The one on one interaction with students makes it possible to conduct individual error analysis, helping students to correct mistakes. It also allows me to differentiate my approach to meet students where they are and provide support in ways each is able to receive it."

What makes this model unique is that "students are applying what they have learned while they are in class, when I am available to help them, rather than for homework," Hall reflected. "Typically, when a student gets home and can't solve the problems, they just don't do it." Hall added, "Now I can observe them actually doing it with confidence or struggling and respond to their needs. I feel like I am actually accomplishing something."

Students are intrigued by the novel approach. "I like it because I am always on the computer anyway and it suits my style," Chris commented. "What I like most is that when I have to miss class, I don't because the learning is online," Fadi added. "It's better for me because if I don't understand something, I can go back to the videos and watch it over again and if I still have questions, Mr. Hall can answer them," Keith explained.

"It's not for everyone, though," Hall said. "So instead of implementing the pure flipped model, I am using a blended approach." Osbournequ'a concurred, "I am more of a hands on person and it's tough to look at the computer because I get off focus." For students such as this, Hall devotes a portion of the class to traditional instruction.

Hall began experimenting with the idea of flipping early in the second semester and is pleased by what he is seeing. "Absenteeism is neutralized, students are significantly more engaged and scores are improving on summative assessments." Hall added, "I can really see this model contributing to teacher collaboration as well." Next year he plans to work with fellow Bayshore High School math teacher Cheryl Gaynor to develop instructional videos personalized to the unique learning needs of the students they teach. "The videos you find online are really good," Hall elaborated, "but they often assume prior knowledge that kids sometime come in without."

Ivonne concluded, "Flipping works for me because I have to be absent a lot. This way, I don't really miss class. It's particularly important in Math because skills build on each other."



[1CaT @1CaT11_12](#)

Universal Design for Learning: The next big thing in school reform? <http://www.eschoolnews.com/?p=100474> Could be! [#1CaTResources](#)

[1CaT @1CaT11_12](#)

eSN Publisher's Report: Creating a safe and positive learning environment <http://www.eschoolnews.com/?p=99649> [#1CaTResources](#)

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Considering flipping? How to make videos your students will love <http://www.eschoolnews.com/?p=100640> [#1CaTResources](#)

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Check it out. Virtual worlds among latest trends in language education <http://www.eclassroomnews.com/?p=4322> [#1CaTResources](#)

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Google Knowledge Graph: How It Changes Search -- [@InformationWeek http://twb.io/J0nVUX](http://twb.io/J0nVUX) [#1CaTResources](#)

[1CaT @1CaT11_12](#)

From <http://appstoreapps.com>, reviewed daily, the top 50 FREE apps for education. <http://www.appstoreapps.com/top-50-free-education-apps/> [#1CaTResources](#)

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See how new education platform from TED could help power 'flipped learning' <http://www.eschoolnews.com/?p=99384> [#1CaTResources](#)

[1CaT @1CaT11_12](#)

<http://www.spreegames.com/Games>



PHS Students Master Financial Challenge

Students enrolled in Kari McMillan's Advanced Algebra with Financial Applications class probably wouldn't refer to themselves as polymathic. In fact, many take the course in lieu of Algebra II, intimidated by its reputation as the gatekeeper to graduation. So when many of her students scored in the 80th percentile or above in the National Financial Capability Challenge, an online assessment administered by the United States Department of the Treasury and the Department of Education, they were ecstatic. "They were so excited," McMillan explained. "Immediate feedback is a huge motivator. They know they've got one shot at the assessment, so they were encouraged to prepare."

To complete in the challenge, students answer a series of questions assessing their knowledge of earning, spending, saving, borrowing, risk protection, and more. An online Educator Toolkit is available to help prepare students for the challenge, but the real preparation comes from the real-world problem solving students engage in each time they come to McMillan's class. For example, "One recent lesson," McMillan shared, "involved meter reading." Technology provides the opportunity for students to see how meters move and look in reality. They learn what information is communicated by unique meters such as the stock market ticker or more common ones like those recording water usage at our homes." Though quite accomplished problem solvers by the end of the course, "in the fall, students are a bit intimidated by such an approach," McMillan reflected. "Many students simply skip the word problems on assessments, but in this class, that's all there is. We teach them to identify the challenge communicated by the words and apply strategies to the problems to find solutions. Some are more comfortable working independently at their desks with pencil and paper, while others prefer to interact with the whiteboard while problem solving. Whatever works," McMillan smiled.

In all, 80,024 students nation-wide participated in the challenge. Nine students from McMillan's class scored in the top 20%: Liliana De La Rosa, Shaindlin Dieujuste, Spencer Dieudonne, Jarrod Gilber, Vanzetta McMillan, Michale Mohler, Matthew Pick, Jennifer Russel and Chris Zeris. Scoring in the top 10% was Kevin Strassner. One student, Ryan Meredith, earned a perfect score, one of only 36 in the state and 583 students nation-wide. What's more, students are applying what they have learned to their own lives. "I have students who have actually opened up small accounts to invest their money," McMillan shared. "Others go home and have conversations with their parents about their bank accounts," she added. "They understand, if nothing more, the immediate and long-term relevance of the financial decisions they make everyday. Where their money is concerned, their future is now."



Collaboration on Many Levels

Haile Middle's
Shannon Chioffe
One Classroom at a Time

*"To discover the limits
of what is possible, one
must go beyond them
into the impossible."
Arthur Clarke*

While participating in the [ProTeach](#) Masters program at the University of Florida, Shannon Chioffe, Haile Middle School creative writing and language arts teacher, became accustomed to regular, meaningful conversations about teaching and learning. "In the course of a typical middle school day, it's often difficult to find time for such conversations with lessons to be planned, papers to be graded and meetings to attend," Chioffe explained. Being part of the One Classroom at a Time project has helped to fill the void. "I have more regular contact with Brenda than I do with any other teacher in my school." (Referring to Brenda Cornwell, Instructional Technology Specialist in support of 1C@T Team Chioffe) "We build ideas together," she elaborated. "What we are able to come up with is greater than either of us could accomplish alone." "Sometimes we get together to solve problems or technical difficulties," added Cornwell, "and other times we plan for technology integration." But that's where the collaboration begins, not where it ends.

"What's really cool about Shannon is how she works with the kids," Cornwell interjected. "Students are included in all kinds of decisions." "When I find a digital resource or an innovative approach to learning, I like to show it to the kids and see what they think," Chioffe explained. "Feedback from the kids determines our direction which gives them ownership. Since they are the ones filtering the new tools, it makes it easier to try new things." What's most significant about buy-in from students is evident particularly in those whose disconnectedness typically manifests in disruptive behavior. "When you see these students engaged in the learning and helping others, you know you are on to something," Chioffe remarked. "They are getting a sense that they can be a productive member of the class and of society instead of just the kids who gets yelled at all the time. This is probably their last chance to feel that way before they get to high school."

To foster student to student collaboration, Chioffe leverages the power of technology. Using blogs, wikis and social media, students provide feedback to their peers on the quality of their writing. "We started with students having mystery feedback partners from other classes so that students could collaborate without prejudice. At the end, each student created a video on the iPad to introduce themselves to each other." "This type of collaboration really prepares students for the real world," Cornwell pointed out, "where professionals collaborate daily with people from all over the world they may never meet." *One Classroom at a Time*.



24/7 Access!
Anywhere!

All courses online and Self-Paced using Moodle.

There will be no facilitator/moderator and no scheduled meeting times.

Convenient!

To receive inservice credit, all work must be completed by August 17th.

Course enrollment will be communicated via confirmation email.

Courses being offered...

Course #

- Digital Citizenship (Elementary) **5902**
- Digital Citizenship (Secondary) **5903**
- Digital Photography **5908**
- Digital Storytelling **5911**
- Discovery Education **5927**
- Google Earth Lit Trips **5928**
- Inspiration **5929**
- Introduction to Podcasting **5930**
- Scanning **5931**
- Digital Storytelling with Frames **5932**
- Creativity in the Classroom with Pixie 2 **5933**

Register via Ascriptica using the above course numbers.

Registration Deadline UPDATE
JUNE 7, 2012

