

# SCATTER CHATTER

SCATTER

NOVEMBER 2016

## HIGHLIGHTS IN THIS ISSUE:

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- INTERVIEW WITH COEDU'S INTERIM DEAN DR. ROGER BRINDLEY
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- BULLYING STOPS HERE
- SAFE ZONE WORKSHOP
- HUMAN TRAFFICKING
- TRAVEL GRANTS
- WORKSHOPS & CONFERENCES

# USF

UNIVERSITY OF SOUTH FLORIDA  
COLLEGE OF EDUCATION



SunCoast Area Teacher Training and Educational Research (SCATTER) Honors Program  
**Dr. Joan F. Kaywell, Director**  
 E-mail: [kaywell@usf.edu](mailto:kaywell@usf.edu)  
**Andrea Thompson, Assistant**  
 E-mail: [andreal@usf.edu](mailto:andreal@usf.edu)  
 Office Phone: (813) 974-2421



SCATTERs Amanda Silebi, Caylee Frette, and Meaghen Randolph attend the 59th Florida Association for the Education of Young Children Annual Conference in Orlando and meet Carol Ann Haroerl, the author of “Have You Filled a Bucket Today?”

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**November 2016  
Newsletter Contributors:**

**Brianna Cahoo, Mekayla Cook, Omar Cosme,  
Caylee Fredette, Judson Godbold,  
Ennis Cruz Gonzalez, Autumn Handin,  
Danielle Hange, Henry Leng, Undrecia Pedraza,  
Magalia Vance-Peterson, Katherine Reinecke,  
Amanda Silebi, and Michael Stevens**



The purpose of the *SCATTER Chatter Newsletter* is to inform, enhance and educate the members of the SCATTER organization as they seek and contribute to SCATTER's Legacy of Excellence.

Would you like to be a permanent reporter for the *SCATTER Chatter Newsletter*? Would you like to write an article for service hours? Do you have an idea for an article that you would like to share with a reporter? Please contact [Omar Cosme](#) for more information.

# A MESSAGE FROM DR. KAYWELL



Besides workshops and service, SCATTERs have fun while building their professional network. This year's Homecoming was an exceptionally good time ALL WEEK LONG! The students worked hard making the SCATTER Office look festive and full of spirit as you can tell by the many photos. In keeping with the theme of "Bulls Unite," SCATTERs decorated the



front window that faces the CO-EDU parking lot with "SCATTERs Unite to Celebrate Reading" (pictured above).

Of course, SCATTERs enjoy walking in the Homecoming Parade the most since we give out books and tape a reading challenge to individual pieces of candy. We all enjoy seeing kids' faces light up when they get a brand new book (see next page).

Left: Mekayla Cook decorating the reception area.

Right: Katelyn Marine works on the Dr. Seuss picture books.



# SCATTERS GIVE BOOKS NOT BEADS AT USF'S HOMECOMING PARADE 2016



**Join SCATTER  
in the USF  
Homecoming  
Parade!**

Where: Meet in the SCATTER Office  
When: Friday, October 7th at 5:00 pm

Where a SCATTER or USF shirt with comfortable shoes!

Contact Grace Gardner with any questions!



**The Bear Ate  
Your Sandwich**  
JULIA SARCONE-ROACH

**OCTOBER 27, 2016**

**Jumpstart**  
Read for the Record

**Jumpstart's Read for the Record®  
program**

**SCATTER is USF's College of Education's Honors Pro-  
gram**

Please participate in the 11th anniversary of Jumpstart's *Read for the Record*®, a global campaign that generates public support for high-quality early learning and highlights the importance of building children's vocabulary and love for reading. On **October 27, 2016** children and adults worldwide will take action by participating in the world's largest shared reading experience.

Each year, Jumpstart selects one children's book as the catalyst for *Read for the Record*. This year's campaign book, *The Bear Ate Your Sandwich* written by Julia Sarcone-Roach is a humorous tale about the fate of a missing sandwich. With colorful illustrations, the story is mischief-making at its finest and is sure to engage children and adults of all ages. Help us break the world reading record (again!) for the most people reading the same book on the same day.

Register to read with your child by going to <http://www.jstart.org/campaigns/register-read> and clicking on the register link.

*Continued on page 5*

Thanks to the generous donation of three sponsors, SCATTERs were able to purchase 100 copies of Amy Hammond's *When I Grow Up, I'll Be a Bull!* New and slightly used books are collected throughout the year, so SCATTERs had plenty of books to distribute. ■



R  
E  
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Above: Two lucky kids get a copy of *When I Grow Up, I'll Be a Bull!*  
Below: SCATTERs haul books in wagons and a decorated golf cart to bring joy to children along the parade route.



## SCATTER FACULTY FEATURE: AN INTERVIEW

WITH DR. ROGER BRINDLEY By: Ennis Cruz Gonzalez

As the current Interim Dean of the College of Education, something that people might not know about Dr. Roger Brindley is that he was the SCATT Director from 2005-2006. During this time, he helped improve the program by expanding educational learning communities. He has not only had experience with SCATTER, but he continues to support the honors program to this day.

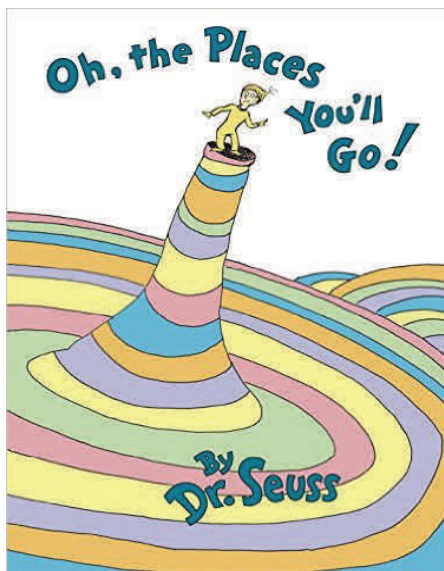
Dr. Brindley has received several accolades for his global work and has written numerous articles on the policies and practice of higher education internationally. So, as I prepared to interview Dr. Brindley, I thought about my current experiences as a pre-service teacher who hopes to teach English as a Second Language. The students I'm going to be teaching will come from all sorts of diverse backgrounds, and it will be my job to guide them towards success. When I think about what Dr. Brindley has done in the field of multicultural and higher education, I couldn't help but wonder more about his philosophy so the interview was conducted with that in mind.

***What's your favorite book?***

*Oh, the Places You'll Go* by Dr. Seuss. My final year interns at the University of Georgia wrote all over the cover, but I still have that copy even today.

***When did you first come to USF and what brought you here?***

I came to USF in 1996, just over 20 years ago, as an Assistant Pro-



fessor to be a part of the Early Childhood Elementary Education Program. I had interviewed all over the country but it felt right here. I had no Florida roots, but 20 years later I'm still here so I must have made the right decision!



***What excites you most about the education program here at USF?***

What excites me is that the faculty, staff, and the students—many of whom will be future leaders and some of whom, at the gradu-

ate level, are already leaders—have continued to see the profound value in education in this society. I consider education to be, perhaps along with the work of medical doctors, the most important career/profession. At USF I see that played out every day in this College, and that's why I get passionate about this work.

***Why do you think educators are so important today?***

I think that we are at a very important time in our history as a country. As a society, now is the time to be preparing children of all ages to be culturally responsive, to understand what it means to maintain a world view, and to be able to hold multiple perspectives on any particular issue. That is what educators are going to have to do and should, of course, already be doing.

We are already beginning to see profound changes in this country. I think we see some of that playing in the pre-election narrative of the candidates. But, as an educator, I think we have to look ahead. We need to think about what it means to be a learner. In terms of the models of pedagogy and methodologies we use as educators, the next years are going to be incredibly important to the history of this country because we are becoming a truly multicultural society. That is something to be embraced, but it is also something that needs thought and care.

***Why do you think future education students should join SCATTER, and why do you think SCATTER is an important part of our education program here at USF?***

*Continued on page 7*

We need to help students appreciate that this is an extraordinarily complex profession, and SCATTER helps students wrestle with what it means to be an educator in ways that they simply can't do through their regular course work. It's a classic co-curricular opportunity for our students.

I came into education and started teaching in an elementary school. I was fascinated with how students that were interning in my classroom had persevering beliefs about what it meant to be a teacher, beliefs that they were hesitant to let go. Learning is an active, participatory, and manipulative experience. Because future teachers weren't taught that way when they were in school, we have to show them what the research-based literature tells us about the key tenets of being a teacher; that's a lot to do in a junior or senior year.

If you can get more of that outside of regular coursework and have an enriching experience, you should embrace the opportunity to do so. SCATTER allows for that opportunity, so I think it's an important program.

There are many SCATTER graduates who have gone on to become leaders at the school and district level, and some have moved on to other allied areas of education where they have been profoundly successful. They came to this college with open minds and they used the SCATTER experience to continue to develop and mature their own ways of thinking about education.



**Above: Dr. Brindley considers “education to be, perhaps along with the work of medical doctors, the most important career/profession.”**

***What is the one (or more) thing(s) you wish you could've done while you served as the Director of SCATT(ER)?***

I was the Director of SCATTER over a decade ago, from 2005 to 2007. Part of me wishes I would have stayed longer because I didn't have time to develop coaching or mentoring programs that I wanted. I'm really pleased to see the Tutor-a-Bull Program; it's the kind of coaching and mentoring programs that we need to continue developing.

A lot of today's young people need support both inside and outside the classroom. Teachers are incredibly important role models for them, and there are some really important skills you can learn around coaching and mentoring students. That would have been an area I would have liked to work more on, and I think the Tutor-a-Bull Program is a classic example of how this college

pushed that idea forward after my directorship.

***What was your favorite aspect of SCATT(ER)? Why?***

I love the energy, enthusiasm, commitment, and vision of SCATTERs, the future group of educational leaders. I love the passion that I feel when I'm working with SCATTER students. That brings me, perhaps, to an observation that I think is very important to how SCATTER philosophically approaches the experience.

You know, we talk a lot about “soft skills” in education, and I think we do a great disservice when we call them “soft skills.” Empathic listening, caring, and thoughtful response mechanisms are essential skills. What differentiates successful people sometimes is not their knowledge, but rather how they interact. How they are respectful and thoughtful in their dialogue, narrative, and in their interest in others. That's a favorite aspect of SCATTER for me. Yes, there's passion and yes, there's excitement and energy. But, there's also thoughtfulness, caring, empathy, and facilitation. Those are essential skills; they're not “soft skills,” they are life skills.

***How do you define “care”?***

“Care” is being present for individuals when you are with them and wanting to understand and value what they're sharing with you. When you are present, you are caring.

***How do you feel about the “ER” in SCATTER which concerns itself with education research?***

*Continued on page 8*

I'd like to see every SCATTER doing research. We have wonderful undergraduate research opportunities at this university, and it's very important that our pre-service teachers develop research skills because, at the end of the day, you will need your own problem-solving toolkit. You'll need your own capacity to analyze, reflect, and synthesize, to establish solutions to real world issues in your classroom as you teach. Research helps you develop that toolkit. Sometimes, the research you do can be profoundly important. But it doesn't have to be. Just learning how to do research makes you that kind of inquisitive and thoughtful person that we need in education. So, I like the fact that SCATTER added that.

**“Just learning how to do research makes you that kind of inquisitive and thoughtful person that we need in education.”**

**~ Dr. Roger Brindley**

Now, around the service learning component that SCATTER has added. I worry about the opportunities for young people today in society. I worry about the ways we support young people in our communities, and service learning heightens a sense of social justice that I think is critically important to educators today.

If I give you red pins for “D” and “F” schools and green pins for “A” schools and then I pull out a map that shows the average household income in Hillsborough county, I bet you would be pretty accurate in guessing where the green pins go and where the red pins go. That is a fundamental issue for today's society, and educators have to play a role in changing that. Learning to value your commitment to community through service learning is a really important part of becoming a well-rounded citizen. That's the reality.

***What advice would you give to interns, graduates, or those just entering the USF College of Education?***

You're entering a career field, not a job or occupation, and you should have career aspirations. Choose your

mentors wisely. Choose those that value you and want to coach wisely. It is not a sign of weakness for you to tuck yourself in under the wings of those teachers who are genuinely interested in your welfare to learn to navigate around the profession. You cannot do this alone. The key is to build those partnerships with professors and teachers because what you learn from those folks now will stay with you for the rest of your life.▪





## WHY EVERYONE SHOULD WATCH "TEACH"

By: Brianna Cahoo

A few years ago, a TV special came out on CBS titled "[TEACH](#)." I recently watched this for the second time, and honestly, it inspired me even more than I ever thought possible. As education students, I feel like we forget the reason why we are truly here in the College of Education. We are here to learn as much as we can from our classes, but we are also here to make mistakes and learn from those mistakes as well.

The four teachers featured in this TV special are not perfect. They are lifelong learners who are just trying to do what is best for their students. Whether it is by using a "360 degree math" program, accessing materials from Khan Academy, bringing in books tailored to student interests, or performing activities out in the community, these four teachers work hard day and night to ensure that their students are getting the best education possible.

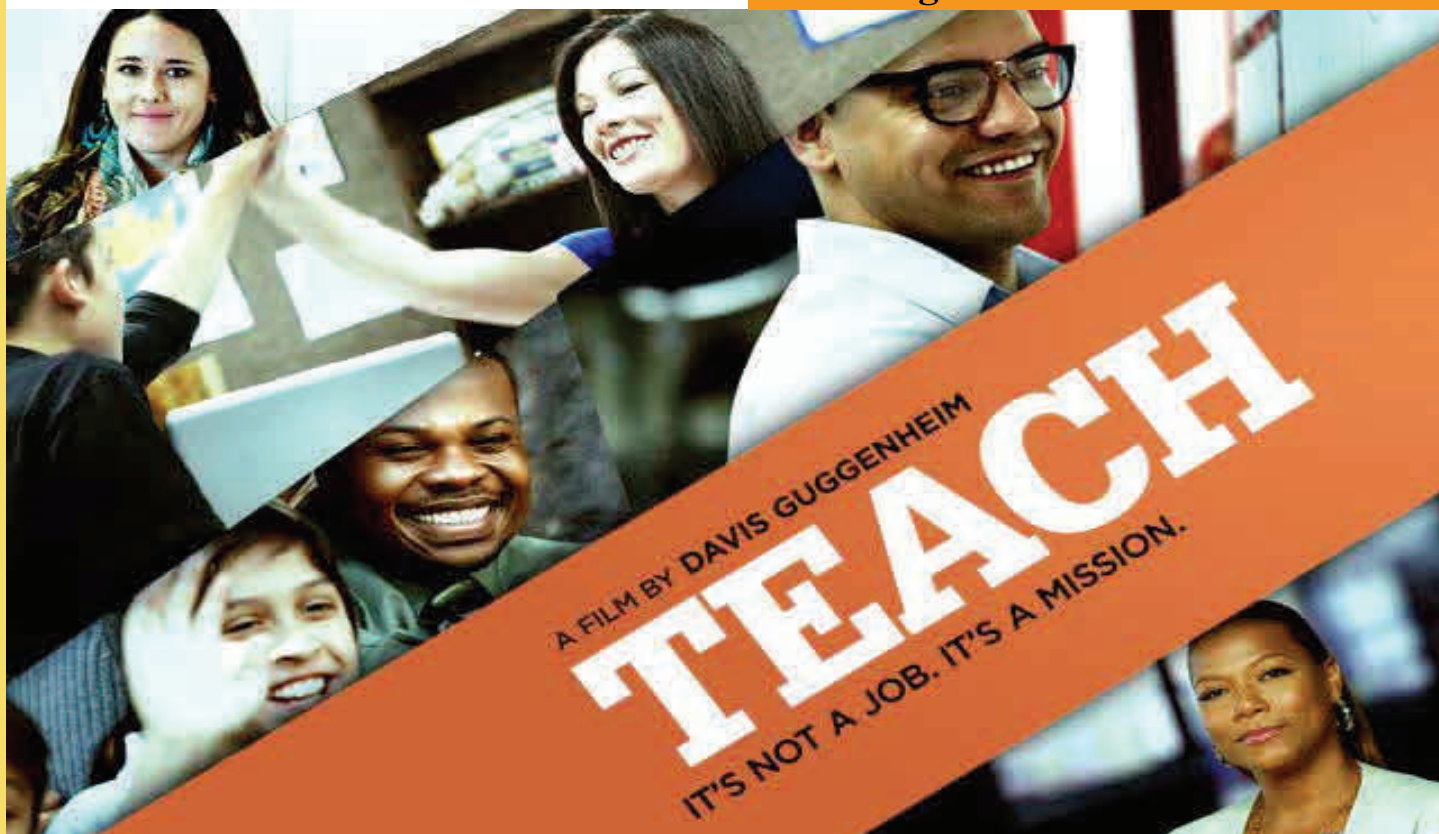
During various segments of the school year, things do get rough. The future of their students looks bleak at times, but these teachers see that image of the future, and make a change to ensure that that image becomes one that is bright.

This TV special featured not only teachers, but also their students who struggled, progressed, and were

inspired to do bigger and better things with their lives. Seeing students grow and change their mindsets about education is one of the most beautiful things a teacher can see, and "TEACH" shows this growth and change in action in the real world. If anyone is unsure about whether or not they want to teach and make a difference in this world, they need to watch "TEACH." Sitting in classes and going on internships can help us become teachers, but sometimes watching powerful and moving documentaries like "TEACH" can help us future educators become empowered and inspired to become THE teacher.

Changing the world is difficult, but teachers change the world every day. Many celebrities were featured as speakers in this TV special as well, and they all listed teachers who inspired them to be who they are today. Without teachers, there would be no doctors, no actors and actresses, no lawyers, or dentists. So, no matter what you choose to do as your career, thank the teachers who got you there. Teachers inspire people to be better versions of themselves every day. The most important point that this documentary made is this—if you want to make a difference in lives of children in this world: TEACH.▪

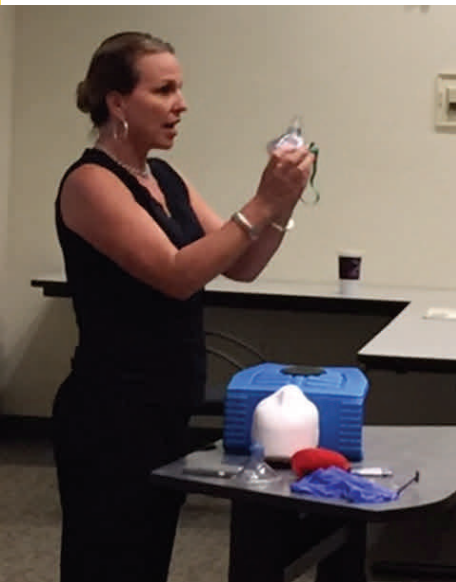
**Teaching's Not a Job. It's a Mission**



## CPR FOR EVERY TEACHER: YOU MIGHT LITERALLY SAVE A LIFE 9-12-16

By: Judson Godbold

Melissa Mashaw-Keen, a representative from the American Heart Association, gave a three-hour block of instruction on Cardiopulmonary Resuscitation (CPR) to a group of highly motivated USF SCATTER members. The presentation included direct instruction, video scenarios, and most importantly, life-like mannequins and props. These props made practicing CPR very realistic. One of the first principles of successful CPR explained by the certifier involved what to do before someone begins chest compressions or ventilation.



**Above: Melissa Mashaw-Keen explains that 30 compressions are performed at a rate of about two per second before providing two breaths; USE A POCKET MASK!"**

There are five steps rescuers should take when initially encountering an emergency: take a breath and remain calm, assess the scene for safety, determine the responsiveness of the victim, get help calling 911 and finding an automated external defibrillator (AED), and check for breathing and pulse. These pre-CPR strate-



**Above: When a person is having a heartache, first call 911 and immediately administer CPR and use an AED, until paramedics can get the person to a hospital.**

**Below: Henry Leng and Judson Godbold make sure airway is open and clear.**



gies are crucial to uninterrupted care, as well as the outcome of the patient. CPR does not prolong life indefinitely, and well-equipped professionals have a better chance at saving the life than one person working alone.

The instructor went on to discuss what should be done once the victim has been identified as unresponsive and emergency personnel have been notified. For easy recall, she provided the acronym CABD (Compressions, Airway, Breaths, and Defibrillation). Chest compressions, which are standard procedure for all victims, including infants, involve pressing down forcefully on the victim's chest just below the nipple line until the

chest is compressed about one third of its front-to-back diameter, followed by immediate release. This process simulates the heart pumping blood to the brain, which is the critical element in prolonging the victim's chances of survival. Typically, 30 compressions are performed at a rate of about two per second.

As soon as the compressions have been completed, the rescuer should attend to the opening of the patient's airway through proper head and neck alignment, and then provide two breaths. Breaths should only be delivered, however, if a proper safety device such as a pocket mask is

*Continued on page 11*



Above: Matthew Greene, Ari Narrow, Elizabet Rivera-Ayoroa, and Brianna Cahoo administer 30 compressions before giving two breaths (below).



available. This precaution is due to the risk of disease transmission associated with the mixing of bodily fluids. Compressions and breaths should continue at the interval of 30/2 until an AED arrives.

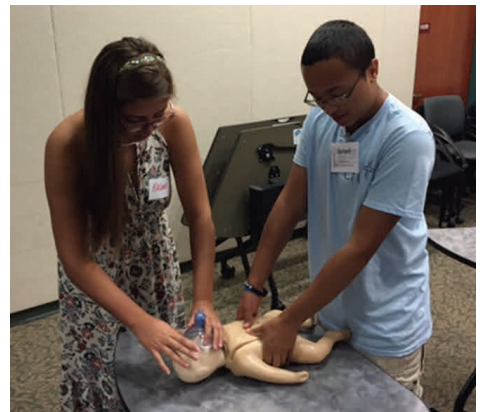
When the AED is available, it should be used immediately. Once it has been turned on and the patches connected to the patient's body, it automatically tests for irregular heartbeat and instructs the user on the "if and when" of administering the shock. The electric shock from the AED restarts the heart with the goal of achieving a regular heartbeat. If the AED advises not to shock, compressions and ventilation should continue.

These are the key components of successful CPR, and while variations exist between patients of differing ages, these steps can be relied upon by the average rescuer in emergency situations. More importantly, knowing exactly how fast to give chest compressions is remaining calm and remembering the training. Those of us who attended the CPR workshop now have the training and confidence to step up in emergency situations and make a difference. For me, this class was invaluable because it has prepared me for what will most likely be a high-pressure situation (should they ever occur), and provided all of us with knowledge that might one day save a life. ■



Above: Bibor Hivatel working alone to save a baby.

Below: It's better to work as a team as demonstrated by Kaleah Wagner and Israel Cedeno.



**“This workshop was invaluable because it . . . provided all of us with knowledge that might one day save a life.”**

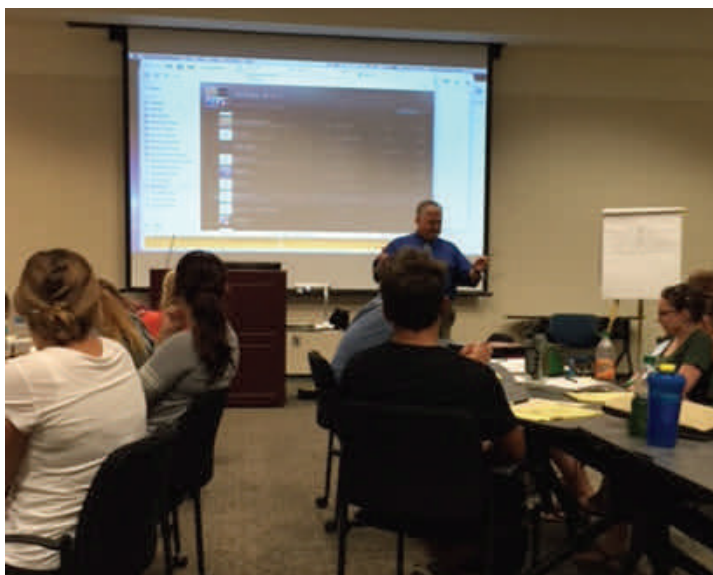
**~ Judson Godbold**



## CLASSROOM MANAGEMENT: SCATTER STYLE 9-14-16

By: Ennis Cruz Gonzalez

Whether it's getting students to quiet down or get their assignments done, classroom management can be a bit difficult. In a workshop that is typically only offered to SCATTERs during their final internships, this time Assistant Principal Steve Zickafoose taught SCATTERs in various stages of their programs how to combat this issue. Since I was getting ready to start my first internship placement, my biggest fear was getting into a power struggle with a student and losing authority. Mr. Zickafoose targeted this fear by starting with what the teacher must do.



Above: 1993 SCATTER graduate Steve Zickafoose shares what all students want to know at the beginning of the year: 1) Am I in the right place? 2) Where am I supposed to sit? 3) What will I be doing this year? 4) Who is the teacher as a person? 5) How will I be graded? 6) What are the rules in this classroom? 7) Will the teacher treat me as a human being?

Before getting into the classroom, it's imperative to set up procedures. Some of these include the following: have a quiet signal, assign seating, provide bell-work/jumpstart activities, and enter/exit procedures. But, Mr. Zickafoose, emphasized that it's not enough to have procedures because "it is a teacher's daily mood that makes the weather." A teacher has the power to change the ambiance of a classroom solely with their attitude. That, combined with solid classroom procedures, sets any teacher up for success.

My favorite part about this workshop was the integration of music into a range of activities. From learning

concepts to transitioning to a different portion of the class, it's easy to keep students focused while also making learning an engaging experience. But music is not the only way to get students' attentions. One of the things that Mr. Zickafoose did was so simple that I was surprised I didn't come up with it myself. When he wanted to get our attention during the workshop, he said "if you can hear me, touch your *naris*." Everyone turned their head immediately because they had no idea what *naris* meant. This is definitely something I'll start using in my classroom.

More than anything, Mr. Zickafoose stressed understanding and praise. He said the following words that almost instantly altered my defensive way of thinking: "You never know what's going on, or what has happened, in a student's life." It's easy to think of a student as a "problem" student, but it's harder to get to know them. Learning more about a student and understanding the reasons behind their outlandish behaviors can make a huge difference in the student's life and in your classroom.

### Numbered Heads Together



1. **T** asks a question
2. **S**'s have X seconds to make sure they know the answer
3. **T** randomly calls on one student
4. **S** answers the question
5. **Class** gives feedback (thumbs up/down)

If discipline is necessary, then discipline with dignity. This can be done by using proximity control and eye contact to let the students know when they're doing something wrong. Giving a student strategic busy work can be fairly effective too. Busy work in this situation would be like telling a student, "Can you write down how many 'uhms' I say?" This keeps the student focused on a specific task so that they're not misbehaving.

In a classroom, it's not about getting into a power struggle. It's about understanding the students and working with them to create the best possible environment for successful learning to take place. ▀

## CHINESE CULTURE WEEK: EAST MEETS WEST CONCERT 9-16-16

By: Caylee Fredette

Attending the “East Meets West: A Cross-Cultural Experience” concert was a very eye-opening experience. China and America are two major players on the international stage, and they should work together to resolve some of the problems affecting the world today. One way to start that is through the understanding of both cultures. The concert experience was an enjoyable segue into the study of Chinese culture.

Aside from playing the [pipa](#), a Chinese lute or guitar, the featured artist Haiqiong Deng explained the history behind the music and how it’s portrayed in modern society. There are two strands of traditional Chinese music: civil and martial. Chinese music reflects this duality through pitch and intonation variations. In traditional Chinese culture, art and music always accompany each other. This is because they both express the same emotional and spiritual ideas. This coupling was demonstrated during the concert when Dr. Nan Liu painted his interpretation of the song, “[Three Variations on Plum Blossom](#)” while Haiqiong Deng played along with the [guqin](#) pronounced qin.



**Above: Dr. Nan Liu painting and Haiqiong Deng playing the guqin.**

During one of the piano pieces, I noticed a small girl in the audience. You could see her ponytail bouncing furiously, and her hands moving wildly as she attempted to mimic the woman on stage. Her dad noticed that she was moving too much, and told her to “stop and sit down.” She, like many of our students, was very enthusiastic about music, yet we often find ourselves redirecting students when they are “humming too loudly” or bouncing to a song in their head. Why do we do this? I



**Above: Katelyn Marine and Caylee Fredette at the “East Meets West: A Cross Cultural Experience” concert.**

think, as educators, it is not only important to be aware of a student’s culture but also their musical abilities. Students should be allowed to use music to help them self-regulate. For example, if they’re upset, playing some calming music might help everyone. The following is a list of tips I’ve gathered from veteran educators concerning the power of music:

- You can show diversity in your classroom simply by the music you play.
- Find parallels in music to life. For example, use music to connect to current events such as Hurricane Hermine or the upcoming election.
- Students can listen for patterns in the music. This helps them to develop their active listening skills.
- Discuss the “soundscape” with your students, such as a piece of music or the classroom environment. What does your classroom sound like?
- Play a song for students and have students respond (visually) to how they feel.
- The quiet space is as important as the musical space. Sometimes silence is the answer.

As educators, we should strive to make every moment in the classroom meaningful. An effective way of doing that is through the infusion of music, movement, and culture. ▀



## WHAT EVERY TEACHER NEEDS TO KNOW ABOUT BULLYING, COMMUNICATION, AND SELF-UNDERSTANDING

By: Magalia Vance-Peterson

As educators, we all know that our job is more than just teaching. We are guardians, counselors, mediators, etc. Contemporary bullying has become a rampant problem that has more devastating effects than we care to admit, and as future educators, it is our responsibility to nip it in the bud before it gets out of hand. For our Saturday workshop on 9-17-16, we had Dr. Keith Berry, a professor of Interpersonal Communications; Katherine Magnoli, Ms. 2016 Wheelchair Florida first runner up and author; and our very own Dr. Joan Kaywell.

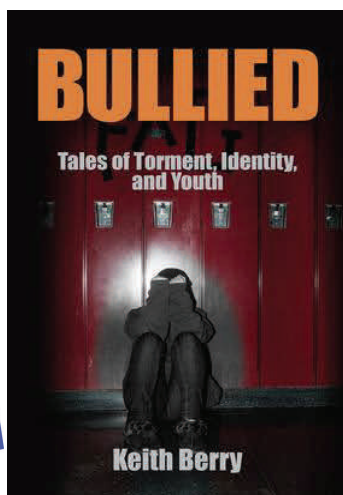
At the beginning of his discussion, Dr. Berry introduced his book *Bullied: Tales of Torment, Identity and Youth*, a collection of stories of students who were bullied about everything from identity to physical ability. This book was just released, and if you want a 10% percent discount, [Dr. Berry](#) will gladly assist. After giving a brief synopsis of his book and reading an excerpt, he talked to us about the three myths concerning bullying. The first myth he mentioned was that bullying is natural and unavoidable. This is a myth because bullying is a choice; students who bully choose their victims and how to attack them. Myth two: adults and teachers should let it play out. We should never excuse horrible behavior—boys will not just be *boys*—we must hold our students accountable for their actions. And finally the third myth: “Sticks and stones may break my bones, but words will never hurt me.” This saying is no longer relevant or comforting. We all know words hurt, and we should never downplay taunts.

dents and parents about what behavior you expect in the classroom and have an open discussion/lesson about bullying. For my fellow English teacher friends, there are plenty of books about the topic of bullying. For science and math teachers, incorporate discussions about successful mathematicians and scientists who’ve been turned down and mocked. For social studies teachers, how many countries have portrayed the typical bully stereotype? There are plenty of resources out there, and as our professors tell us, we just have to find them.



Above: Dr. Keith Berry explained the three myths about bullying.

Katherine Magnoli shared with us her past experiences with bullying. Her classmates could be merciless to her at times, but her teachers helped her. She took the lemons of her life and wrote [inspiring books](#) to help herself and others. The books star a young girl named Kat, who is wheelchair bound and starting at a new school. Though she faces bullying, Kat learns to help those in need with her tricked out wheelchair.



Dr. Berry also shared ideas to stop bullying. There is no bullying without communication. Talk to your stu-



Continued on page 15

Katherine Magnoli is currently studying to become an educator and is a strong advocate for anti-bullying. If you want her to visit your school for FREE or provide you more information about *The Adventures of KatGirl*, just [email her](#).



Above: Katherine Magnoli reading aloud "The Adventures of KatGirl" while Magalia Vance-Peterson assists.

Dr. Kaywell also discussed bullying at length and provided numerous resources to combat it in the classroom. In a handout, she provided a list of books for students of all ages to read; websites for teachers, parents, and students to utilize; and ways to get active in stopping bullying. Below are a few websites to check out that you could put in your arsenal.

#### Websites for Teachers and Parents:

- [Teaching Tolerance](#)
- [Centers for Disease Control and Prevention: Youth Violence](#)
- [National Center for the Prevention of Bullying: Educator Toolkits](#)

#### Websites for Secondary Students

- [The Trevor Project](#)
- [Teens against bullying](#)

#### Website for Elementary Students

[Pacer's Kids against Bullying](#)

#### Sample Anti-Bullying Rules to Post in Classroom

- We will treat others with respect. No cheap shots or name calling.
- We will try to help students who are bullied.
- We will try to include students who are excluded from groups.
- If we know that somebody is being bullied, we will tell an adult at school and/or at home.▪



Above: Keith Berry, Katherine Magnoli, and Joan Kaywell encouraged us to join the [To Be Kind Movement](#).



**DON'T LET ANYONE'S  
IGNORANCE, HATE, DRAMA, NEGATIVITY  
STOP YOU FROM BECOMING  
THE BEST PERSON YOU CAN BE.**

## SAFEZONE ALLY TRAINING

Safe Zone is the University of South Florida's institutionally recognized LGBTQ+ diversity training program that educates members of USF's community on advocacy by promoting understanding through educated and supportive allies. This training provides an insight into the world of the LGBTQ+ community and how to become an ally through empathy and support. Allies are members of the USF community who are supportive of and knowledgeable about LGBTQ+ identities and issues. These individuals wish to be a visible support for people of all sexual and gender identities and expressions.



SCATTERS were given the option of attending any one of five three-hour interactive and engaging training sessions. The one we attended began with a glimpse into LGBTQ+ history, since October is LGBT history month. The significance of Safe Zone's pink triangle (pictured above) represents the patch that was given to homosexual men in the Holocaust concentration camps during World War II. The [Stonewall Inn Bar](#) is recognized as the location for the beginning of the [Gay](#)

[Civil Rights Movement](#). The [Stonewall Riots](#) occurred in 1969 as a result of police harassment and brutality against LGBTQ patrons. Reflective aspects of the workshop included recognizing points of privilege that many members of the LGBTQ+ community still do not receive.

The workshop also addressed the study of identity. Although the acronym LGBTQ+ is frequently applied, the official acronym includes Lesbian, Gay, Bisexual, Transgender, Questioning, Queer, Intersex, Asexual and Pansexual individuals. The plus sign represents all other individuals. A person's identity is multifaceted, encompassing sexual orientation, biological sex, gender expression, and gender identity. It is appropriate to respectfully ask how people would like to be referred to regarding their pronoun (his, him, he; her, hers, she; their, theirs, they're; or any other that the individual prefers). Supporting individuals as they develop their own identity involves recognizing the fluidity and nonlinear aspects of the coming out process. For some people, identity development, growth, and affirmation of self may occur during their time at USF.

By: Mekayla Cook & Amanda Silebi

Through the perspective of an educator, it's crucial to have an understanding of how gender identity, gender expression, biological sex, and sexual orientation can influence our students' social interactions and academic endeavors. Allies, within the USF community and classrooms beyond, respect and support the identities presented to them. Students are coming to the classroom from diverse backgrounds and often they are not part of the idealized "nuclear family," so it is important to avoid stereotyping or assuming. Gender norms and other heteronormative-based assumptions should not be placed in the classroom. For example, students should be allowed to read books and learn with manipulatives that are not given to them based on socially-constructed gender norms. The classroom environment should be a safe place that allows students to learn and grow together, with respect for each other's differences.

Disturbingly, forty percent of homeless youth are LGBTQ+. Will you be the educator that acts as an ally to support, accept, affirm and welcome students of the LGBTQ+ community? If not, we encourage you to attend this training.▪





# THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on December 10, 1948, as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected; it has been translated into more than 500 languages.

## PREAMBLE

*Whereas* recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Whereas* disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

*Whereas* it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

*Whereas* it is essential to promote the development of friendly relations between nations,

*Whereas* the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

*Whereas* Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

*Whereas* a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### Article 3.

Everyone has the right to life, liberty and security of person.

### Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

### Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13.**

Everyone has the right to freedom of movement and residence within the borders of each State. Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.**

Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.**

Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.**

1. Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.

**Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**

Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

**Article 21.**

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right to equal access to public service in his country. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29.**

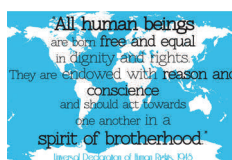
Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein. ■

[CLICK HERE FOR A FREE BOOKLET.](#)



## THE 59TH FLORIDA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN ANNUAL CONFERENCE 9/22-25/16

If you have never attended your professional conference, I recommend you look into it! The professional association I belong to is the Association for the Education of Young Children (AEYC). I recently had the opportunity to attend the Florida conference; it is the largest gathering of Early Childhood Professionals in Florida. Over a two-day period, you get the opportunity to meet and mingle with the “movers and shakers” in your field, as Dr. Kaywell would say.

Over the course of this article I will share what I learned at the sessions I attended!

### Keynote Address with Dr. Jean Feldman

Did you know it takes 7 to 25 times for a brain to learn a movement? Practice your routines and transitions with your students repeatedly! Classroom callbacks to try:

- “Tootsie Roll, Lollipop, we were talking, now we stop”
- “Hands up top, everybody stop.”

Try having students stand during morning meeting or carpet time. No one wants to sit for seven hours a day. Students learn on their feet, not in their seat!

Remember that every day isn't always happy. You have to create “little happies” for yourself every day; for example: get Starbucks!

Get a foam visor from the Dollar Tree and place that day's content on the hat. Allow one student to wear the hat that day/week and they can be the “Supervisor.” Every time you

leave or enter your classroom students have to interact with that content. For example, you could place a sight word on the hat and every time students walk past, they must say that sight word. Another idea is to place a question such as “How many stars are on the American flag?” and have the students respond to the question each time.

When creating classroom rules, have the students write and/or draw their rule for the classroom. Put all of the papers into a book and hang it up somewhere visible to refer back to throughout the year.



For more information and free activities visit [Dr. Feldman's website](#).

### Session 1: “Transition Tips and Tricks” with Dr. Jean Feldman

Classroom callbacks to try:

- “Hocus Pocus, Everybody Focus.”
- (teacher) “Macaroni & cheese (student) “Everybody freeze”
- “Clap your hands (do the motion 3x), stomp your feet (do the motion 3x), put your bottom in your seat.”

By: Caylee Fredette

- “Hey, hey what do you say? What's one thing you learned at school today?”
- (teacher) “What are you?” (student) “I am kind, I am smart, I am important”

### Session 2: “Picasso Meets Einstein!”

Be sure to use high level vocabulary with students, such as “hypothesis, prediction, etc.” When conducting a science experiment, provide the students with the context/explanation for the experiment as it is happening.

Developmentally the body grows from top-down and center-out (head to extremities). The fine motor skills are the last to develop.

When using tape in the classroom, use transparent duct tape. It is clear and strong which prevent students from peeling it off.

Visit [Steve Spangler's Science Club](#) for more information!

### Session 3: “Mathematical Thinking for Early Learners”

You can't start teaching at a standard, you have to teach first from where the students are. When planning instruction, go from simple to complex, concrete to abstract, and intuitive to formal. Be sure to monitor a student's progress throughout the year by observation and documentation.

Look for ways to “mathematize” your classroom by incorporating math throughout the day. You can incorporate math into morning meeting, small group instruction,

whole group instruction, transition, and other subjects. Look for teachable moments that lend themselves towards math. Live math daily; “if you see it, say it.”

Visit [Schools and Reaching Research & Community Initiatives](#) for further research.

#### Session 4: “The Brain Is Pattern Seeking: Creating Connections with Conscious Discipline”

When children’s patterns or routines are thrown off, they begin to experience stress and anxiety. It is our job as teachers to provide students with routines and help them develop problem-solving skills. Patterns create predictability. Predictability creates calm. Calm creates safety.

The first sound a child hears is his or her mother’s heartbeat. The maternal heartbeat provides the internal metronome for that student. If a mother is stressed throughout her pregnancy, that metronome is going to be a lot faster for that child.

Each and every student should have classroom job. Be sure not to take away their job because they made one mistake. Instead provide them with the skills to do better next time. When we make a mistake at work, do we get fired after the first offense? No, so neither should children.

#### Session 5: “Understanding the Unique Challenges of Migrant Farmworker Families”

The History of Farmworkers goes as follows:

1. Indentured servants
2. Slavery
3. [Mexican-American War in 1848](#) (we gained territory and new citizens)

4. Boom of train industry resulting in Asian importation
5. [Great Depression](#) (families of all kinds migrated)
6. WWII labor shortages resulted in the creation of the [Bracero Program](#) (which was a co-op with the Mexican government to bring in workers to work in the fields and on the railroads)
7. Continued labor shortages (1972 - today)

The [H2A Program](#) (aka the Guest Worker Program) is similar to the Bracero Program. It brings over mostly single men in a legal way to complete jobs needed by large farm companies. Once the job is completed they are returned to Mexico.

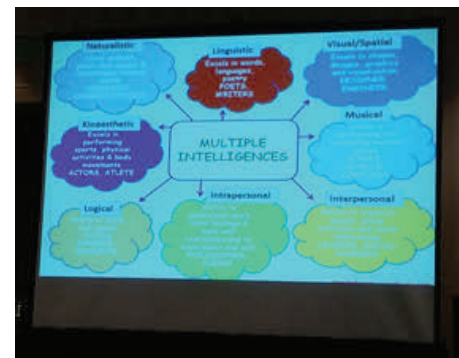
For migrant workers there is high uncertainty. Their pay is dependent on several uncontrollable factors such as weather changes, crop production, etc. Migrant workers often move in large groups throughout their rotation cycles.

In Mexico their education consists of free 1<sup>st</sup> through 5<sup>th</sup> grade schooling (if available). Often in rural areas, there are no schools. As a result, a lot of migrant parents are illiterate.

There are two charter schools in Hillsborough County designed specifically for migrant workers set up by the Redlands Christian Migrant Association [RCMA](#), the largest migrant non-profit organization in Florida.

#### Session 6: “Reaching Every Student through Multiple Intelligences Instruction”

Howard Gardner said, “The biggest mistake of past centuries in teaching has been to treat all children if as if they were all variants of the same individual and feel justified in teaching them all the same subjects in the same way.”



There are eight intelligences—linguistic, logical, visual/spatial, musical, naturalistic, kinesthetic, interpersonal, and intrapersonal, yet IQ tests only measure verbal and math intelligence.

Did you know that while you have a dominant or tandem pair of intelligences, you can work to improve all eight intelligences?

Nature and nurture both play a part in developing intelligences. Be wary of labeling your children within the intelligences.

Tips to develop Multiple Intelligences in your classroom:

- Teach students the Multiple Intelligences,
- Work on your own Multiple Intelligences and perspectives of your students,
- Include Multiple Intelligence strategies in lessons whenever you can.

#### Session 7: “Taking Literacy Outdoors”

Your ability to use words determines the quality of your life.

Get your students outside as often as possible. Do a lesson outside! Read to your students on the lawn. Do science out on the sidewalk.

The FabFour for calming children include: (1) painting, (2) water, (3) sand, and (4) clay. Do your best to incorporate these elements into your classroom to allow children to calm down.

### Session 8: “Transitions as Learning Opportunities”

As teachers we set the mood for the class. It’s our job, to make it a good one.

Use chants to reinforce material during transitions. Chanting enriches students vocabulary by familiarizing them with the words. Use chants in a military style like this, “I don’t know, but I’ve been told. Each chant should be at least four lines and each line should consist of seven syllables. For example, this is actually a chant I created and presented during the session:

“We are learning sink or float,  
Better get a very big boat.  
Plastic, metal, and paper,  
Do you know what will float?”

### Session 9: “The Benefits of Using American Sign Language in Early Childhood Classrooms”

Use [American Sign Language](#) (ASL) for classroom management. Introduce students to one sign a week and have them do the sign with you. American Sign Language is an especially great tool for English Language Learners as it doesn’t require them to speak the language and puts them on a level playing field with their classmates.

Be sure to model the correct sign form for students, just as you would model proper English when speak-



Above: The exhibit hall was full of people and free stuff for teachers.

ing. Say the word when using the sign to develop association, and praise students for their efforts in using the signs. Expect students to have approximations or adaptations of the sign when they are first learning.▪



Above: Please ask any one of us how awesome it is to attend a conference. From left to right: Meaghen Randolph, Amanda Silebi, and Caylee Fredette.

Right: Sergio De Rosa, a school counselor, holds up a USF College of Education pennant that was sent to him to display in the [library](#) to motivate kids to attend college.

## SCATTERS HELP ELLS IN CALIFORNIA

A school counselor working in two low socio-economic status [schools](#) in California collected pennants from universities around the country in order to expose and motivate first generation English-learner students and their parents (K-5) about the importance of attending college. De Rosa says, “I want to plant seeds in our students’ minds about the tremendous importance of attending a four-year university, so that they can have more opportunities in their future.”▪



## FROM RESCUE TO REINTEGRATION: MEETING THE NEEDS OF HUMAN TRAFFICKING SURVIVORS 9-23-16

By: Henry Leng

The USF Office of Community Engagement & Partnerships presented the 2016 Lecture and Conversation Series on Poverty, Equity, and Social Justice. On Friday afternoon, numerous members of the local community, USF affiliated staff, and students gathered together at the Robert W. Saunders, Sr. Public Library for a presentation by Dr. Elizabeth Horde-Freeman. The presentation was followed by a discussion helmed by Dotti Groover-Skipper.

Dr. Hordge-Freeman is an Assistant Professor of Sociology, and an award-winning teacher, incorporating global citizenship and engagement in her courses. From 2009-2016, she was researching modern slavery in Brazil, and will be on research leave as she completes her new book, tentatively entitled, *Second-Class Daughters: Informal Adoptions as Modern Slavery in Brazil*.

This presentation by Dr. Hordge-Freeman is the first time she has presented her research findings. She began by defining human trafficking as the act of recruiting, harboring and obtaining persons for compelled labor, or commercial sex acts through force, fraud or coercion. Her stay in Brazil began by researching race relations in Brazil. As she settled in with her white, middle-class host family, she noticed a woman sleeping on the floor of the teenage son's room. She was surprised to find out that the woman was Luana, a live-in servant that received no monetary compensation. Dr. Horde-Freeman learned that Luana was an informally adopted child, an arrangement for which

no paperwork existed. Dr. Hordge-Freeman discovered that such arrangements are common practice in Brazil, the practice of exploiting poorer families by adopting children and subjecting them to slave-like treatment.

In her research, she interviewed these Filhas de Criacao, or Informally Adopted Daughters, from 2009-2016. She interviewed attorneys, domestic union leaders, Afro-Brazilian activists, and she engaged in ethnographic observations.



**Above: Elizabeth Horde-Freeman, Bonnie Silvestri (USF Office of Community Engagement), and Cassandra Decker (United Way/Manatee County).**

These informal adoptions are a modern form of slavery, in which the victims are not physically restrained, but the adopted children feel a sense of gratitude and debt to their richer, adopting families. Instead of a “chain around their neck, it is a chain around their soul.”

Three informally adopted women's stories were highlighted:

Tania, Maisa and Madrinha.

Tania is a 48-year-old female living with her adopting mother who she calls aunt. Her mother died when she was five years old, and her father agreed to an informal adoption in which the family promised to provide her an education. Tania recounts that she did “everything, everything, everything. I washed, cooked and cleaned. I felt like a maid.” She was forbidden to make any friends. Tania confronted her adopting family and they told her, “You are not my maid because I don't pay you a salary.” The fact that she was not compensated was used as evidence to her membership as a part of the family, and yet Tania said, “I did not even have the right to sleep.” Despite being 48 years old, she feels she cannot leave her aunt as she promised her dying “uncle” that she would stay by her aunt's side. Tania believes her life is God's punishment. “I must have been an abortion doctor, so I suffer now.”

Maisa does not remember her biological family. She was forced to leave school and care for her siblings who are now all well-educated, while she is still illiterate. Despite being blocked by her family from getting married and fulfilling her dreams of having a family, she states “we are always united.” She cannot rest in her old age, as she still must cook for the family. Dr. Hordge-Freeman showed Maisa a picture of her son who Maisa thought looked like her when she was younger. She asks Dr. Hordge-Freeman if they could be sisters, seeking a connection with her biological family.

Madrinha “Godmother” died before an interview was conducted, but her

*Continued on page 24*

family eventually consented to an interview. They were defensive, stated that she was not a domestic worker, and claimed they had great love for her. Her favorite nephew, when asked what Madrinha liked to do, could only say that “she perhaps liked making my bed.” She was also blocked from marriage and a family, being likened to a homely saint by the family. The family reports that “she had everything, except her own life.” They expressed no remorse when admitting she did not have a personal life.

Other women were able to escape their exploitation. Jucelma got married and went to college; Marilda got married; Luana moved away from her aunt; Rebecca ran away, got married, and relocated. Dr. Hordge-



Freeman's believes that there are reasons that most adopted children remain in their exploitation, despite not having physical restraints. They identify with their captors, feel “love,” and a sense of family is created. They are made to believe that they are either worthless or too valuable to let go, and they cannot survive outside of their adopting families. They begin to feel a sense of security in their exploitation.

By understanding the perspective of informally adopted people in Brazil, we can work to rescue and reintegrate them back into society. The rescue is the easy part, while getting them acclimated to a new way of life is the challenge. Even Luana felt she couldn't survive on her own, and she returned to her aunt. After visiting with her aunt, she then felt again she could survive on her own and ventured out.

Human trafficking is an issue in the United States. Ms. Groover-Skipper is on the Florida Statewide Council on Human Trafficking, is the Commissioner on the Hillsborough County Commission on the Status of Women, and she is the Florida Division Anti-Trafficking Coordinator for the Salvation Army.

According to Dotti Groover-Skipper, Florida is a target state for traffickers, with the Tampa Bay area as a top destination for this monstrous activity. Tampa Bay has a lethal combination of tourism, world famous beaches, hospitality and agricultural industries, sports arenas, a military base, international seaports and airports, as well as a destination spot for one of the largest adult entertainment industries in the nation. This combination attracts all forms of human trafficking which has become a larger money maker than selling drugs, as the human “product” can be used and re-used over and over again.

She is working to create more safe places, both short and long term, for the housing of children and adults. This includes providing services for recovery from substance abuse, detoxification, mental health, legal assistance, and education.

Students interested in the issues related to human trafficking should visit the [No More Tears](#) non-profit organization and help the [USF Human Rights Organization](#). Together, we can make a difference and stop the harmful practices of modern slavery and human trafficking. ▪

**“Florida is a target state for traffickers, with the Tampa Bay area as a top destination for this monstrous activity.”**

**~ Dotti Groover-Skipper**





## WHAT EVERY TEACHER NEEDS TO KNOW ABOUT GRANT WRITING 9-27-16

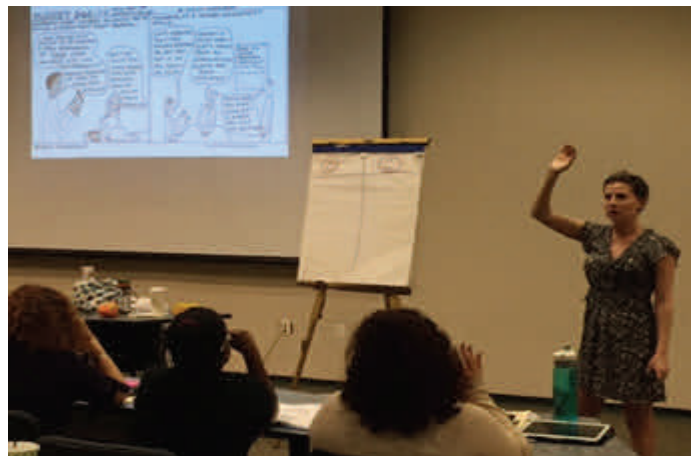
By: Katherine Reinecke

Maranda Holley (pictured left), MAT and SCATTER graduate extraordinaire, presented a much-anticipated workshop on grant writing. According to Maranda, the very first step is to talk to your school principal. Let him/her know what you are planning to do and why. Once you get the blessing to proceed, begin the fruitful journey for a grant.

There are many (many, many) grants available. There are local and district grants, such as the Southwest Florida Water Management District, the Florida Association for Water Quality Control, Tampa Bay Estuary Program, Florida Agriculture in the Classroom, Hillsborough County School District SIP/SAC funding, and more. In addition, there are also national grants as well as grants from societies, such as Bright House Networks, World Wildlife Foundation, National Wildlife Federation, Kappa Delta Pi, International Literacy Association, American Institution of Chemical Engineers, etc. Organizations that have the “specialty” license plates often offer grants. To get started, check these sites out:

- [Edutopia](#)'s Big List of Educational Grants and Resources
- [National Science Teachers Association](#) (NSTA) Grants
- [National Council of Teachers of Mathematics](#) (NCTM) Grants
- [National Council of Teachers of English](#) (NCTE)
- The [NEA Foundation](#) Grants to Educators
- [TEACH](#) Grants for Teachers

The grant application typically involves a specific format or a combination of formats: Questionnaire/Short Answer, Limited Verbiage/Short Answer, and Essay. When completing the application, keep a few things in mind: don't repeat yourself (some of the questions may appear quite similar), don't use “extreme” words but write to your audience (avoiding teaching jargon), get the interest of the committee that approves the grants, and end with a short and simple “Thank you for your consideration.” Perhaps one of the most important points was to be sure to follow the directions. If there is a word limit or page limit, don't exceed it. If there is a submission deadline, don't be late. Applications that don't meet the submission criteria are often bound for the cylindrical file. Maranda recom-



mended having a colleague you trust proofread your application (trust was a biggie – you don't want your idea “borrowed”). If you do get the grant, don't forget to send a handwritten note of thanks; your students should do this, too.

A few other additional points to think about. First, the more students you can affect with the grant, the better your chances. Think outside the box. If you get funding for a garden, can the Family/Consumer Science class use the vegetables? Can the ESE students do weeding? A grant that 400 students will benefit from has a better chance of getting approved than one that only benefits 50 students. Second, crowd-sourcing is an option; however, the school district frowns upon it mainly because there is no accountability.



The workshop provided many great insights, and it was amazing to meet a teacher who has been so successful; Maranda has had multiple grants awarded. Getting involved in this way benefits you, your students, and even the community. ■

## UNIVERSITY LECTURE SERIES:

NYLES DIMARCO 9-27-16

By: Omar Cosme

For many students in the College of Education, time is a valuable resource and there never seems to be enough of it to pack in everything we would like to learn and do. Like any student in a rush, I listened to the closing statements of the SCATTER Grant Writing Workshop that ended at 7:30 that day and darted for the TECO Hall exit as soon as it finished. I had already received text messages warning of the crowd piling into the Marshall Student Center for Nyle DiMarco's performance at 8:00 p.m.

On the hybrid walk-run to the MSC, I puzzled over the enigmatic figure I was going to see speak: a winner of "[Dancing with the Stars](#)" and [America's Next Top Model](#) as well as an actor who happens to be deaf. I could imagine everything else but a dancer who is deaf? I can hear pretty well, and I still can't dance. I wasn't sure what this talk would be about, but I was sure it'd be interesting.

Aside from orientation week, I have never seen the MSC so packed. I took my place among students who couldn't stop watching videos of his dancing and talking about how unspeakably beautiful Nyle DiMarco is. Still, I wondered, how was he dancing in a soundless world?

When DiMarco was spotted entering the lecture hall, the building shook with an uncontrollable eruption of cheers. DiMarco smiled and waved at the swoon-

ing students, and soon after, we were allowed to file in.

DiMarco was entertaining, humorous, thoughtful, and spoke on subjects I had not anticipated. He came from a family of people who are deaf, and thus entered the deaf community at a young age. He described his very meaningful journey through a deaf school, his challenges upon entering a traditional school, and his return to deaf education. DiMarco spoke on the power of community and culture on anyone's identity and shared that he is a mathematics education major. DiMarco believes that teachers are more important to the lives of young people than most people think. For all his many talents, DiMarco's first love was teaching, and that is something that resonated with me.

After a few anecdotes about his twin brother, an event DJ who is also deaf but looks nothing like him, DiMarco began the story of his journey into becoming a celebrity accompanied with his exceptionality, the lack of hearing. He described that what many saw as his disability, he perceived as one of his greatest assets. I was sharply, and somewhat painfully, reminded of my own disability, which I have worked to ignore and hide for most of my life. DiMarco

spoke, but to me it felt as if he sung, about how being deaf advantaged him, giving him a heightened sense of awareness, a keener sensitivity to the smallest movements of the human face and body, and how all of this coalesced into the talents of acting, modelling, and dancing.

Most of all, and in stark contrast to myself I realized, he never wished that this part of him was different. He never thought about or wished for a way to hear. DiMarco best illustrated this point with a clip from his "[Dancing with the Stars](#)" performance. DiMarco and his partner moved with grace in a normal dance, but they suddenly parted. The music stopped abruptly, and DiMarco kept dancing to its rhythm in complete silence. It was a glimpse into his world, and it was not void of musical beauty as some might think.

Assumptions are only as real as we allow them to be, and that goes for assumptions about ourselves and others. DiMarco emphasized that everyone should value who they are, be genuine, and challenge ourselves to be all that we can be.

I left the hall thinking about how all the cards I was dealt have benefited me in ways I don't often think about, and I have a lot to be proud and glad about. If we make our students feel this empowered, I thought, the world may become a very different place.▪



## GETTING STARTED IN UNDERGRADUATE RESEARCH: BRINGING RESEARCH TO THE CONVERSATION

By: Henry Leng

The Office of Undergraduate Research (OUR) at USF hosts many workshops in order to help students in finding opportunities for research. USF is a research university dedicated to student success, and research is a core part of the USF experience. Many students may not take advantage of this opportunity, but if a student is willing to take the risk and put in the work, the OUR will use their connections and expertise to connect students with research opportunities.



Above: Dr. Richard Pollenz at USF's Annual Research Symposium.

Dr. Richard Pollenz is the Director of the OUR and he presented the "Getting Started in Undergraduate Research" workshop. He stressed that success is often a nonlinear pathway. It is okay to stray from your initial path and from his own experience, he started as a research technician in toxicology but later found his true passion in education and education research. Dr. Pollenz was born in Nebraska and has lived

all over the U.S.A. In 1979, he graduated from Neptune New Jersey High School, and it was by chance that he spoke to a recruiter for the Philadelphia College of Pharmacy. He received a Bachelor's Degree in Toxicology and went on to become a research technician at the University of North Carolina Chapel Hill. He realized he was interested in education, and he went on to receive a Doctorate Degree in Cell and Molecular Biology and a Post-Doctorate in Molecular Pharmacology. He was a researcher at the Medical University of South Carolina until he was hired to USF where he is currently working with the Office of Undergraduate Research.

From his own story, he teaches students that passion is an important part of being successful. He had different careers, but his enjoyment comes from being able to work in higher education and helping people with their research interests. Other characteristics he stresses include flexibility, creativity, commitment and being able to move away from your comfort zone.

As a part of the workshop, we were asked to answer questions in a provided booklet. We each had to answer the question: Why does research matter to you as a student at USF? Others shared that they wanted to learn new perspectives, wanted to determine if what they are studying is their passion, and wanted to make connections and grow with their research.

Next, we brainstormed what defines an experience as research-based. The OUR presents three

**"Why does research matter to you as a student at USF?"**

**~ Dr. Pollenz**

components of the research process:

1. Work from a question;
2. Apply methods to generate findings/products; then
3. Reflect upon the research and present it.

In terms of being competitive for research positions, Dr. Pollenz lists some transferable skills. Many students will not have experience that directly tie into research, but many will have skills that can be useful. These skills include communication skills, adapting to change, teamwork and leadership, critical and creative thinking, time management and organization.

The OUR helps students to demonstrate their skills by providing templates for developing a personal statement, a cover letter, and curriculum vita. They also offer many more workshops on creating vision statements and researching mentors. Students at USF may come into the OUR located in LIB 210 from 7 AM to 5 PM for help. Dr. Pollenz is personally available for walk-ins from 7 AM to 9 AM.

*Continued on page 28*

The OUR provides the network of researchers and advocates for you, but you can also network yourself. Engage with the OUR, engage with other undergraduate researchers, engage with graduate students, and engage with faculty.

By coming to the “Getting Started in Undergraduate Research” workshop, students will be invited to the Canvas page: Undergraduate Research Interest Group. This Canvas page posts announcements with new research positions and templates that students may use.

After this workshop, the next steps in pursuing undergraduate research include credentialing yourself (developing your CV and vision statement), researching 3-5 mentors that you would like to pursue research with, and finally providing the OUR with this information so that they may advocate for you.

Take the risk. Do the work, and you may find yourself presenting at the Undergraduate Research and Arts Colloquium on April 6, 2017.▪

## STUDENT GOVERNMENT TRAVEL GRANTS: GETTING FUNDED TO ATTEND CONFERENCES

### What is SG Travel Grant funding?

- USF Student Government is responsible for allocating funding for student travel.
- Students who wish to attend a conference are eligible to apply for travel grant funding to reimburse the cost of their trip.
- Each semester has a certain amount of money that can be applied for.



### Why should I go to a conference?

Attending a conference is a great opportunity to learn more about being an educator. You will be able to learn ideas for lesson plans, spark your passion for a career in teaching, and earn credit for SCATTER workshops!

### What do I need to do?

- Email Caylee [Fredette](mailto:cfredette@mail.usf.edu) ([cfredette@mail.usf.edu](mailto:cfredette@mail.usf.edu)) or Amy [Duderewicz](mailto:aduderewicz@mail.usf.edu) ([aduderewicz@mail.usf.edu](mailto:aduderewicz@mail.usf.edu)) and let them know which conference you wish to attend.
- Make sure to reach out to them as early as possible, your paperwork needs to be submitted to Student Government at least 25 business days before the conference.
- Fill out as much of the travel grant paperwork as you can (found on Student Government's [bullsync](#)).
- Meet with the Treasurer (Amy [Duderewicz](#)) or the Treasurer Pro Tempore (Sarah [Lucker](#)) to sign and review paperwork.
- Keep Track of spending while on your trip and save receipts.
- Fill out the Post Travel Form (also on [Bullsync](#)) and apply for reimbursement.

### How to access the travel grant files on Bullsync:

1. Log into USF [Bullsync](#)
2. Click on the search bar and type in Student Government
3. Go to Files
4. Open the Student Grants Folder
5. Open the Student Organization Travel Grant Folder
6. From here you can access the folder for the Travel Grant Application or the Post Travel Form

\*\*\* Students aren't directly given money to fund their trips, but they are able to be reimbursed.

### SCATTER Honors Program



## ANNUAL CONFERENCE FOR MIDDLE LEVEL EDUCATION 10/9-12/16

By: Danielle Hange & Undrecia Pedraza

### Sunday, October 9

#### Collegiate Middle Level Association (CMLA)

This past October, we had the wonderful opportunity to participate in the Collegiate Middle Level Association (CMLA) summit where we learned about other teacher education programs around the country. We met people from Southern Texas, Georgia, and Hawaii. It was quite interesting to know that in other parts of the country, the certification is 4-8 for the middle grades certification exam. In Georgia, the students are dual-certified when they graduate. The other pre-service teachers we met were just as excited to be at a national conference as we were, and it was refreshing to meet others in similar programs with the same amount of passion about the teaching profession.



Above: Danielle Hange (far left) and Undrecia Pedraza (second from right).

During the summit, we basically learned about each other and the types of programs that we are in. We also learned how to navigate the world of teaching once we graduate. We played a few ice breaker games that revolved around education. For instance, if we rolled the dice and it showed a certain number, we had to do whatever the number required. At one point, we had to stand up

and shout what middle school teacher made us want to become a teacher. There was another roll of the dice that had us read a quote, reflect on how it made us feel, and then share it with our tablemates. It was probably one of the greatest collegiate events that I have attended.

### Monday, October 10

#### “20 Instructional Strategies that Engage the Brain”

The first session that we attended was engaging, funny, and just all around one of the best presentations that we’ve been to. The speaker, Marcia Tate, has been in education for over 30 years. She shook our hands and introduced herself as we walked into the room. She promised us three things once the presentation started: We’d never forget her name (spelling or pronunciation); we’d learn the secret to living a longer and happier life; and we’d laugh during a good portion of the presentation. The crazy part about it all is that we did all those things. We learned several facts about the brain, but she taught everything using one or several of the instructional strategies. All 20 of them were used at some point during the presentation, but she did it in such a way that everything just flowed together quite well. She tied parts of the presentation to storytelling, movement, mnemonic devices, etc.

The secret to living a longer and happier life is to

- Find something to look forward to,



- Something/someone to love,
- And, something to do!
- Don’t worry! Be happy!
- Eat as you should.
- Exercise makes your life all good!

This is what she told her mother when the last of her aunts and uncles passed away. Her mother outlived her oldest brother, Mrs. Tate’s uncle, by 40 years. Her uncle passed away at 52 years old, and her mother lived to be 92 years old. At the session’s end, we were each given a signed copy of her book about instructional strategies and how they’re used in the science classroom.

#### “Magic and Motivation in the Middle”

The second presentation we attended was presented by the Assistant Superintendent of Princeton-Cincinnati County in Ohio. This session basically touched on what not to do in certain situations in the classroom. Through various video clips and stories about his life, he shared with us different insights into finding motivation in the “small” things.

He began the session by having us write down what we wanted our

*Continued on page 30*

teaching legacy to be. He said that if we didn't write it down and then share it with someone that we would never actually live up to what we wanted it to be.



In another one of his stories, he told us how most educators forget to go to the level of the kid (cognitive, social, emotional). We need to go there before we can expect them to come up to the level that we feel that they need to be at. An important thing to remember, is that children are people too. They have all sorts of insights and perceptions that most adults don't see through their particular lenses. He stressed the importance of trying to see the world through their eyes in order to make the content more relevant to them. One quote that will really stuck out from this session is "Don't let what happened yesterday affect what happens tomorrow."

### **"Impactful Teaching: The Power of Inquiry and Authentic Assessment"**

This session was very interesting. The presenter was a teacher at an International Baccalaureate middle school in Texas. The speaker stressed the importance of inquiry and authentic assessment in the classroom. As science teachers, this workshop resonated with us. The speaker put us in the students' shoes, and then we were asked to try out inquiry-based and authentic assessment. The challenge and the higher-level tasks were enjoyable

because we were not bored and wanted to try harder. The same can be seen when we give our students inquiry-based activities. Inquiry-based activities ignite



**Above: Undrecia Pedraza and Danielle Hange engage in discussion at the AMLE Conference.**

our students' natural curiosity about the world around them. The authentic assessment that the presenter did with his students had to do with their local community. The students enjoyed the assessment because they could see the connection with what they were learning to what they experienced in their daily lives. Inquiry-based learning and authentic assessments increase student motivation and foster belief in oneself.

### **Tuesday, October 11**

### **"Racism: It's Time for Constructive Conversations in our Schools"**

The first session of the day had an intriguing title and drew us in because of all of the controversy surrounding race inequality these days. At Walker Middle School, for example, there have been a few instances where race has played a key factor in some of the biggest issues that have come up at the school.

On one hand, it was hard to see that other educators have seen

the same sort of issues in their schools; and on the other hand, it was quite nice to see what sort of conversations were being had with their students to try to combat that sort of "hate" from spreading any farther. The conversations were predominantly taking place in English and history classes, but there were other instances where the conversations about racism were being talked about in grade level assemblies.

The main take-away was to not downplay students' emotions about racial inequalities taking place in the world, but to help them work through those emotions in a positive way. Help the students have appreciative conversations with their peers and not to just freely repeat what they might have heard or seen in the media.

### **"Teaching Outside the Box: A Crash Course in Creativity"**

The second session of the day was full of so much energy that it energized us just watching the speaker. Dave Burgess is a history teacher from California and writer of [Teach Like a PIRATE](#). PIRATE is an acronym for Passion, Immersion, Rapport, Ask and Analyze, Transformation, and Enthusiasm. Watching this guy was like watching a favorite show or reading a favorite book. Our attention was completely enraptured by his passion and enthusiasm for teaching. The room where he presented only had enough seating for 160 people. Not only was the room completely full, but there were roughly 60 or so people who stood around the seating area just to watch his presentation. Mr. Burgess said he used to be a DJ and an emcee, which was evident in the way that he could work the room.

He explained the ways that he thought about what went into his les-

sons. Since he is a history teacher, he explained a way that he taught the [Bill of Rights](#) to his students. “When I say ‘one,’ you say ‘mouth.’ But you have to say ‘mouth’ the same way that I say ‘one.’” He said that when he did this with his students, he did it for every number up to the number ten. Each number had something different that went with it; for the number two, it was arms; and for the number three, it was bears. He didn’t tell the students that they were learning about the Bill of Rights, he just started with repeating the numbers and words that went along with them. “One mouth, is for the freedom of speech. Two arms, is for the right to bear arms. Three bears, I teach my kids the story of [‘Goldilocks and the Three Bears.’](#) Goldilocks took up camp in the bears’ house, ate their food, slept in their beds, etc. Why did Goldilocks get to live there in peace time? Oh, peacetime. The government can’t quarter soldiers during times of peace.”

He went on to talk about how he taught the students about the [Trail of Tears](#) using an actual trail. He talked of how he buried things along a trail in order to have a walking 45-minute lesson about the Trail of Tears, and had the students stop along the way to actually dig things up to keep them engaged in the lesson.

There was so much that took place in the session that it is hard to convey just how amazing he was. He conveyed that everyday teachers have the choice of how they want to engage their students in the lesson. Should the lights be on or off? Should there be music playing? If so, what kind of music should it be? What volume should it be playing at? Will it be the hook for the lesson

or just something to help the kids remember the content? There are many decisions teachers must make to make learning real and relevant for their students.

### **Wednesday, October 12**

#### **“Leap into Literacy in the Science Classroom”**

During this presentation, we learned how to incorporate literacy into the classroom in a fun and interactive way. The presenters were from a school that has a high ELL population so they developed a unit about frogs that integrated reading into the science classroom.

We could partake in the activities that students would do in the class. In the first activity, we were each assigned a paragraph from a text about frogs. We were asked to summarize the text on an index card and pair our summary with one of the pictures that best fit with our paragraph. We then went around the circle and shared our summaries and pictures so we could all learn the entire text. This strategy is particularly beneficial for ELL students because we are chunking the information and they can use visuals to describe the text. The next activity we did helped develop scientific vocabulary, using words that came from a science text. Vocabulary words were put on the table, and each person was given something that looked like a fly swatter. The presenter read the definition of a term, and the first person to swat the correct term received a point. The person also had to say where in the text the term came from. It was a fun way to learn science vocabulary.

#### **“10 Minutes or Less for Science Success!”**

During this workshop, we learned about “science starters” that can be integrated into any normal classroom routine. [Science starters](#) are a supplemental, research-based program that supports any science curriculum. They are all digital activities so they can be especially beneficial in a one-to-one classroom. Each science starter model follows the [5E model](#): engage, explore, explain, extend/elaborate, and evaluate. The science starters have vocabulary activities which include vocabulary matchup, vocabulary 4-square, speak easy, and pen down and turn around. The science starters have online lessons that come with a guided notes fill-in-the-blank worksheet for the students. The science starters also have examples of best practice Cornell note strategies for topics such as chemical reactions. They provide science stems for writing about observations during experimentation. Science starters are significant because they give all the supplemental material that you may need to enrich or reinforce student learning. ■



## SHARED READING: GETTING TO THE CORE OF READING INSTRUCTION GRADES 2-5 (10-15-16)

By: Autumn Handin

Shared reading is an important component of the elementary English language arts (ELA) block. The purposes of shared reading highlighted in this workshop are gradual release of responsibility, active literacy, and models and demonstrations by the teacher. It should last between 20-30 minutes, with the modeling and demonstrating only being about 5-10 minutes. Modeling is when teachers demonstrate what we do as readers, by explaining our thinking processes. Demonstration is when the teacher physically shows the students what to do with a text and the purpose of it, such as underlining important details or coding text. Using a hook is a great way for students to initially gain interest in the text. The shared reading lesson should then focus on a skill with that text. Then, students should get extra support with that skill in their guided reading groups and additional practice during independent/collaborative work. A 2-3 minute debrief afterwards is important to review how they applied their skill after shared reading.

The overview of how to plan for ELA and the overall structure was most beneficial to me as a Level 3 intern. I have taught several ELA lessons after planning with my collaborating teacher (CT), Kelly Ruiz; however, this workshop helped me understand how to structure it more effectively. The workshop leaders suggested using a planning support tool as a guide, which we do, and listed numerous questions to consider when planning each lesson. Previewing the text in the shoes of our students will help us to identify the ways they may struggle with the

text and identify misconceptions they may have. We also need to be cognizant of what our models and demonstrations sound like to ensure students are getting what we want them to get out of it.



**Above: SCATTER Autumn Handin, a Level 3 intern, attends many HCPSS trainings with her Cooperating Teacher Kelly Ruiz.**

Other considerations include where to stop, what questions to ask, how to chunk the text, and what resources students have access to. Lastly, we should plan the interactions with the text and between our students. These points are important to think about when planning lessons to ensure your students are getting the most out of their ELA block.

There are various shared reading teaching strategies that should be used such as pair/small group discussions; paired reading; sharing whole group; responding to reading through writing, drawing, and/or art; anchor charts; and think-sheets/graphic

organizers. This opened my eyes to see the varying possibilities that can occur within the allotted time frame.

While our students are working with their peers, we should be circulating around the room and identifying whether our students are understanding the content or need additional support. Once we collect the information, then we can find patterns among our students to determine if we need to reteach the content/skills whole group, small group, or one on one. Knowing there is room for variety, the workshop leaders emphasized that shared reading will not look the same every day. Using different strategies and adjusting instruction based on students' needs will guide the shared reading block. Differentiation is a crucial piece to ensure success for our students. Some strategies suggested include individual conferences, changing the task, using e-books to pre-read or reread, and scaffolding questioning.

This workshop helped me better understand how to structure, plan, and differentiate for shared reading through explanations, examples, and demonstrations/models. ▀



**Calling all SCATTERS to participate in the [USF Bulls for Kids](http://usf.edu/dm). The date for this Dance Marathon is February 25, 2017.**



## WHAT EVERY TEACHER NEEDS TO KNOW ABOUT POLITICS 10-20-16

By: Michael Stevens

This workshop started with the majority of SCATTERS failing a ten-question civics test. Consolation came when we found out this test was similar to a test that one of our speakers, Judge Rick Roach, failed while serving as a member of the Orange County School Board. This activity was a way to emphasize that high-stakes testing is not being administered correctly in our State, and this workshop examined the history, cause, and outcomes associated with this type of hard line testing. Our youth are facing devastating consequences when they fail to pass a test that is tied to grade-promotion and graduation requirements. The test makers actually warn that the test should not be the sole criterion for high stake consequences.



**Above: Judge Rick Roach is a former Orange County School Board member.**

Mr. Roach actually ran for a Senate seat in District 13 last month but lost to someone with more experience running a campaign. He shared his [political plan](#) with us in less than three minutes and believes, “When we fix education, we will fix Florida.” He literally showed us some of the misuses of Florida’s standardized tests: [testing the medically fragile](#), the [retention law](#), and encourages us to [take back childhood](#) for our students.

**“When we fix education, we will fix Florida.”**

**~ Rick Roach**

According to the Florida Department of Education’s website, the Florida Standards Assessment (FSA) “serve” Florida students by measuring education gains and progress; however, Mr. Roach said there is a 50% - 60% fail rate and 61% of tenth graders failed the reading portion last year. How is this possible? The presenters highlighted that the test actually has a cigarette style warning on the cover, “not intended to be used as a single instrument to measure success.”

So why do we hold back some students and hand out certificates of completion rather than graduation diplomas to students with acceptable GPAs? It is because lawmakers have been influenced by private companies and have enforced an uninformed decision that is detri-



**Above: Current Orange County mathematics teacher Joshua Katz explains how not having educators in politics is leading our public education system down a terrible path.**

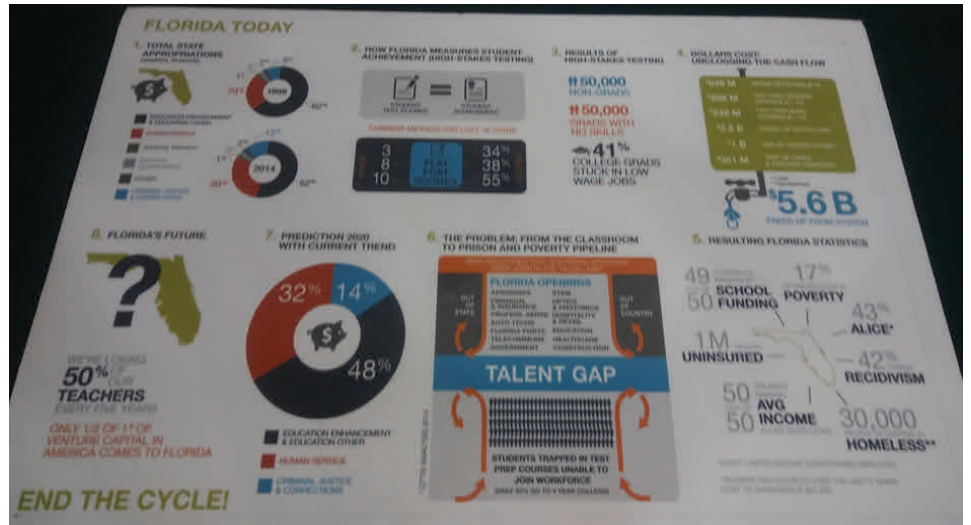
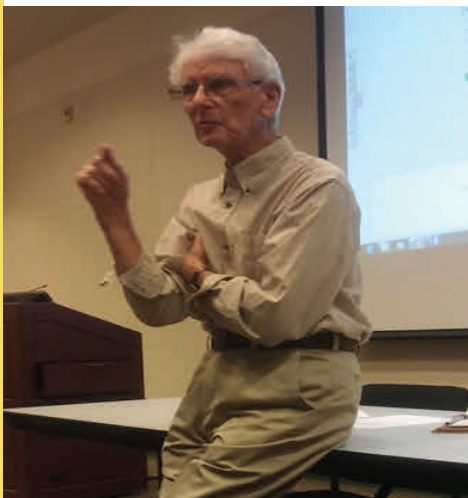
mental to our students. Additionally, we as educators have fumbled the responsibility of standing up for our students and pointing out that high-stakes testing is not good for the majority of our classrooms. Further, no one can point to valid research to support that this type of testing is an accurate way to measure anything, much less student success.

Joshua Katz delivered an outstanding [TEDx talk](#) and identified two methods of diverging from these erroneous tests. We can defund public education, thus cutting the hundreds of billions of dollars flowing to private companies. The other option is to eliminate the toxic policies--the focus on high-stakes testing and the corruption in the cash flow--and focus on the students. We need to teach tangible skills, skills that students will use immediately after

*Continued on page 34*

graduation. SCATTERs re-responded excitedly to Mr. Katz’s idea of bringing back a Home Economics course with a focus in math that teaches useful daily skills like managing money and balancing a checking account.

It would seem that the outlook is bleak, but SCATTERs stepped up and provided quality ideas about how to tackle this problem in our education system. With coaching from our guests, SCATTERs determined that a strong political voice was needed, meaning that we as a professional society need to ensure we find the right people to run for instrumental positions and garner support for those candidates. Additionally, we must present ourselves properly and not be afraid to become a nuisance on topics that really matter for students. Most importantly, we can deemphasize standardized testing as being the be all and end all in our classrooms and make students feel more comfortable about their learning progress. We also can educate our colleagues and our students’ parents about the improprieties of the money flow. Possibly the most important thing identified by one of our SCATTERs was to ensure the welfare of our students and get them what they need until the war for our classrooms is won.



Above: Judge Rick Roach’s plan for fixing education in Florida.

The session ended with Marion Brady, retired teacher and author of *What’s Worth Learning* sharing materials we could access and use free of charge. His writing style is user friendly and he invited us to visit [his blog](#) regularly. Now that he is a retired teacher and professor, he speaks out against the ills of education. He then read to us this excerpt from an article published in *English Journal* (103, 1) September 2013, p. 20 entitled, “[The Whole Is Greater than the Sum of the Parts](#)” which presents a vignette followed by an explanation on how it illustrates best teaching practices.

**The Vignette**

Maybe she's still playing the piano and enjoying it. Maybe not. But if she is, she and her mother probably have my oldest son to thank.

He was back from the U.S. Navy. He'd served his hitch as a musician, sometimes playing trombone in big bands, but more often playing acoustic bass or guitar in small combos, backing up touring entertainers. He hadn't yet gone into the civil-engineering field, and was picking up miscellaneous work ranging from carpentry to filling in

at a local music store. He preferred the part-time store job, especially giving music lessons. The pay was poor, but the satisfactions great.

The little girl came in trailing her mother by several steps. She had a book of beginner-level keyboard exercises under her arm and a scowl on her face. The mother explained that, although she herself wasn't an accomplished pianist, playing had always given her pleasure and she wanted that for her daughter. She had, however, about given up. Would someone at the store at least give it a try?

“Sure,” said my son. He made some get-acquainted small talk with the 7-year-old, then took her hand and led her to a practice room.

“Do you like that book under your arm?”

“No,” she answered.

“I didn't think so. Want to pitch it?” my son asked.

“Yes,” she said, brightening considerably.

*Continued on page 35*

“OK. Put it over there, come sit beside me, and let's try something. I'm going to play a chord—hit a bunch of notes all at once. When I do, you fool around with one finger until you find a note that sounds good to you when you hear it with the notes I'm playing.”

There was initial uncertainty, but she found a groove. After several minutes of this he said, “OK. Here's what I want you to do this week. First, put your book in the bench at home and forget about it. Then, I want you to try to make up a little tune. Like this. Or this. Or this.”

With one finger, he played three short, funky, unfamiliar little melodies. “When you have one you like, bring it back ready to play for me next week. Oh, and give your tune a name,” he added. “OK?”

He told the mother not to let her spend more than 15 minutes a day at the piano. The mother said she couldn't imagine that keeping her daughter away from the keyboard would be difficult.

### How Vignette Illustrates Best Teaching Practices

First, my son did an aptitude check. Watching and listening as the little girl found notes that fit the chords he played, he settled to his own satisfaction that she didn't have a tin ear. If he'd thought that, he'd have gently suggested to the mother that maybe her daughter's talents lay elsewhere, maybe in dance or art or some other field.

That's not how it is in America's schools. Aptitude or lack of it is

irrelevant. There's a required curriculum. If you want to graduate, you have to pass, for example, algebra. Period.

Second, he individualized the instructional material. The little girl's tune, not those in her book, was the focus.\*

That's not how it is in America's schools. Textbooks are the primary tool of instruction—secondhand, pre-processed content assembled by publishers with an eye on what they think will sell in their two biggest markets, Texas and California. Creativity, steadily declining as the standards and accountability” reform progresses, is given short shrift.

Third, he moved her gradually through increasing levels of complexity based on his perception of how fast she was learning. When she came back the next week, he wrote out her tune on large manuscript paper, with the title she'd chosen at the top. As the weeks passed, her little tune was elaborated. The single line of melody became a progression of chords—a composition.

That's not how it is in America's schools. The curriculum is a confused mix of random, specialized, disconnected or poorly connected subjects sharing no overarching aim, no coherent conceptual structure, and no organized sequence of experiences of increasing complexity. Students are pushed along at a standard rate, covering standard material, preparing for a standard exam.

Fourth, there were no grades, no gold stars. He relied on intrinsic rather than extrinsic motivation. This was her tune and her elaboration of it, with all the satisfactions accompanying creativity and ownership. She wasn't just taking piano lessons, she was writing music. She was a composer!

That's not how it is in America's schools. Rigor is a favorite theme of today's corporately oriented education reformers—rigor, because it's assumed that learning is a tough grind at odds with human nature. The “sit down, shut up, face front, read and listen, or suffer consequences” regimen runs deep in American schooling.

*Continued on page 36*



Fifth, there was no “high-stakes test,” no final exam, no do-or-die act.

That’s not how it is in America’s schools. Have one bad day, read a couple of questions wrong, fail one test, and the walk across the stage that marks the end of years of schooling may yield a handshake and a blank sheet of paper or useless “certificate of completion.”▪

Be the  
Educators who  
Live to  
Inspire &  
Empower  
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Team B.E.L.I.E.V.E.

Calling all SCATTERs to participate in the [Stampede of Service](#) on January 14, 2017.

Click [here](#) to sign up for Relay for Life.

Click [here](#) to sign up for USF Bulls for Kids.

Click [here](#) to sign up for Stampede of Service.



Stampede  
of Service

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# WHERE HAVE ALL THE SCATTERS GONE?

By: Joan F. Kaywell

Beginning with the *SCATTER Chatter Newsletter* (September 2014), I included all of the responses given to me by former SCATTERS to three questions: 1. What year did they graduate and what are they doing now; 2. What was their favorite SCATTER memory; and 3. What did SCATT(er) teach them that has served them well? I compiled all of their responses to these aforementioned questions and published them in the *SCATTER Chatter Newsletter* (July 2016). I will continue to publish new names and their responses as I meet former SCATTERS.

If you know of SCATTER graduates *not on this list*, please ask them to contact me at [kaywell@usf.edu](mailto:kaywell@usf.edu) or send me their contact information. Thanks much.

**If you know of  
SCATTER  
graduates *not on this  
list*, please ask them  
to contact me at  
[kaywell@usf.edu](mailto:kaywell@usf.edu) or  
send me their  
contact information.**

**1981 - 1990 Director, Dr. Marcia Mann & Assistant Director, Dr. Joyce Swarzman**

**Class of 1981**  
Celeste D. Nelson

**Class of 1983**  
Florence (Flo) Bailey  
Lori Delk Hartwig  
Brett Taylor

**Class of 1984**  
Vicki Guercia Caruana  
Teresa Joslyn  
Sophia Manoulian Kugeares  
Mark Nash  
Lynn Pabst  
Jeanne Petronio  
Dr. Yvette Powell Robitaille

**Class of 1985**  
Bruce Burnham

Dr. Rebecca "Becky" Kaskeski  
Dr. Susan Wegmann

**Class of 1986**  
Candace Cannon  
COL Jay R. Popejoy  
Karen Getty Stewart

**Class of 1987**  
Dr. Gloria Howard Armstrong  
Dawn Coffin  
Constance J. Biggs Doughton  
Melissa Sawyer Hill  
Lois McKee  
Jill S. Middleton  
Anne Newsome  
Virginia "Ginny" Pake,

**Class of 1988**  
Robb Bingham  
Dr. Jeany McCarthy (Gonzales)  
Dorothy Taylor

**Class of 1989**  
Dianne Azzarelli  
Stefano Biancardi  
Rose Bland  
AnnMarie Courtney  
Jodi Hacket  
Liam Lehn  
Hennie Moss  
Jan Pritchett Ottinger  
Dr. Jenifer Schneider

**1990 - 1996 Director, Dr. Joyce Swarzman**

**Class of 1990**  
Michele Fisher  
Ben Johnston  
Terri Mossgrove  
Raegan Rodriguez

**Class of 1991**  
Sherry Chappell  
Cindie Donahue  
Dr. Wendy Drexler  
Vicki (Kusler) Horton  
Tammie Keyes  
Diane Leikam  
Dr. Jennifer Morrow  
Darlene Wagner

**Class of 1992**  
Joy Baldree  
Lorinda Gamsom  
Linda Peterson

Tammy Quinn  
Dr. Monica Verra-Tirado  
J. Michael Woods

**Class of 1993**  
Dr. Paula Clark  
Krysten Benenati Douglas  
Kimberlee Fowler  
Dr. Julia Fuller  
Stephanie Georgiades  
Irma Lucy Lancheros  
Pamela Rimby  
Dr. Cara A. Walsh

**Class of 1994**  
Paula Cimillo  
Karen Fullam  
Kelly McMillan  
Seth Hoffman  
Dr. Jeanine Romano  
Andrea Weaver (Tracy)

**Class of 1995**  
Alberto Danny Camacho  
Tracy Graves  
Angela Helm  
Kimberly D. Jones  
Kathy Ogilby Langdon

**1996 - 1998 Director, Dr. Hilda Rosselli**

**Class of 1996**  
Shirley A. Rutter (Gabbard)  
Mike Hill  
Carol L. LaVallee (Hitchcock)  
Kristy Jones  
Michele C. Martinez  
Karen Sochor (Mynes)  
Stacy Pedrick  
Jennifer Hale (Stickler)

**Class of 1997**  
Elizabeth Bolstridge  
Susanna Deck Condon  
Susie M. Hardee  
Kimberly Koparan  
Roy Moral  
Christie Ray

**1998 - 2005 Director, Dr. Jean Linder**

**Class of 1998**  
Crista Banks  
Alicia Burgos  
Dr. Christi Hildebrand

Diana Jorgenson  
 Joe Kelly  
 Rhonda Mau  
 Amber Norris  
 Deborah Pettingill  
 Heather Vanderveen  
 Dalila Lumpkin (Vasquez)

**Class of 1999**

Joseph Bockus  
 Wes Holtey  
 Tammie Keyes  
 Shaun Kunz  
 Zoie Wikert

**Class of 2000**

Mechel Albano  
 Jennifer Campbell  
 Mary Freitas  
 Tara Tahmosh-Newell

**Class of 2001**

David Richtberg  
 Pam Widlak

**Class of 2002**

Cynthia Bauman  
 Jennifer Conrad  
 Jenna Moore  
 Kacie Nadeau  
 Stephanie (Jay) O'Rourke  
 Rebecca Wilson

**Class of 2003**

Nancy Erickson  
 Jessica Iredale  
 Nadia Helton (King)  
 Audra Kondash

**Class of 2004**

Rachel Ann Foster  
 Micky Gerding  
 Amy Butler (Givens)

**2005 - 2006 Director, Dr. Roger Brindley****Class of 2005**

Jennifer Heinze  
 Cassie Hernández  
 Renee Bowser (Prianos)  
 Allison Rick Taylor  
 Tracy Tilotta  
 Nicole Brandt (Weingart)

**2006 - 2007 Director, Dr. Roger Brindley & Assistant Director, Lori Yusko (Delk)****Class of 2006**

Keith Fedor  
 Brandi Grafer  
 Rachel Pepper (Kirby)  
 Kimberly Riesenberger  
 Tanya Stanley

**“SCATT Senior Seminar . . .truly helped to prepare me to be the best educator possible.”**

**~ Vince Natoli,  
 Class of 2010**

**2007 - 2013 Director, Lori Yusko (Delk)****Class of 2007**

Kathleen “Kat” DiLorenzo  
 Magalie Frederic  
 Dan Penoff  
 Kodie Petrangeli (Rogers)  
 Nichole Styron

**Class of 2008**

Lakesia Dupree  
 J. Booker (Preiner)  
 Jessica Teston-Loadholtes  
 Lorena Lucas  
 Jenalisa Zummo

**Class of 2009**

Robin Bishop  
 Jonathan Broner  
 Sherree Brown  
 Kenny Gil  
 Debbie Goodwin  
 Michael Hosea  
 Dawn Hudak-Puckhaber  
 Trudy Hutchinson  
 Heidi Johnson  
 Yesenia Mejia  
 Greg Morgan  
 Andrea M. O'Sullivan  
 Holly Crum (Pfriem)  
 Jael Noda Vera  
 Stacey Conrad (Wallace)

**Class of 2010**

Ashley Arnold  
 Kelly Budnick  
 Jaclyn Lockhart (Dubois)  
 Jennifer Larson

Tara Rowe

**Vincent Natoli, Class of 2010**

I am currently an Assistant Principal at Tarpon Springs High School. My favorite memory would have to be SCATT Senior Seminar held the week leading up to SCATT graduation as well as the SCATT graduation itself. That last week of trainings truly helped to prepare me to be the best educator possible. Capping off the week with a SCATT graduation celebration truly made me feel like I could make a difference in students' lives. All the extra SCATT training sessions truly helped me develop into a successful teacher. I feel like the trainings on classroom management helped me the most as a new teacher. The area of classroom management can be very difficult for new teachers, and I feel like the trainings that I received through SCATT provided me with techniques that helped me be successful.

**Class of 2011**

Jennifer Austin  
 Dylan Barnes  
 Alex Dashner  
 Catherine Davis  
 Jacob Dunn  
 Jamie Karnetsky  
 Breanna McBride  
 Emma Powers  
 Cari Sadler  
 Valerie Rey (Wozniak)

**Class of 2012**

Alexia Taylor (Baldwin)  
 Megan Bender  
 Shannon Fleming (Bock)  
 Alexis Cranendonk  
 Sara Destree  
 Blanka Fuzvolgyi  
 Kelsey Harrell  
 Zac Lewis  
 Kaitlin Vaccarello (Riesenberger)  
 Meghan Masciarelli  
 Kristen Tavolaro  
 Sarah Turner

**2013 - 2014 Director, Dr. Joan F. Kaywell****Class of 2013**

Megan Ackerman  
 Milissa Francis  
 Lexi Gaber  
 Jessica Hagood  
 Maranda Holley

Kira Mark  
 Erica Martin  
 Alexandra Munzing  
 Mariam Razak  
 Heather Stocks (Rice)  
 Chelsea Swann  
 Melissa Whitcher

**2014 - 2015 Director, Dr. Joan F. Kaywell & Assistant Director, Andrea Thompson**

**Class of 2014**

Janeli Acosta  
 Jessica Feth  
 Alea Frazier  
 Ashley Gondek  
 Julie Johnson  
 Rachel Kline  
 Kelly Koch  
 Meghan Krstyne  
 Elizabeth Kubiak  
 Stacy Mairs  
 Tammy Mangrum  
 Elizabeth Moran  
 Geornesia Moses  
 Erica Nelson  
 Theresa Novak  
 Jessica Pickett  
 Eloah Ramalho  
 Amber Rodgers  
 Alexia Ruiz  
 Nathalie Sainval  
 Susannah Spear  
 Trista Willard

**“SCATTER reinforced my motivation to always strive for the best.”**

**~ Rebekah Plourde, Class of 2015**

**Class of 2015**

Rachel Albrecht  
 Chasity Anderson  
 K. Brandy (Browning) Yopp  
 Patricia Gillezeau  
 Allison Heflin  
 Paola Lopez  
 Karla Molina  
 Kathleen Sheridan  
 Amina Stevens  
 Veronica Uzar

**Rebekah Plourde, Class of 2015**

I am teaching with the adult basic education program at Laramie County Community College in Wyoming. I am teaching a study skills class and preparing individuals for their GED by teaching them beginning and intermediate reading and writing skills. I sub for Albany County on my days off and applied for a master's program in Special Education. My favorite memory as a SCATTER is building friendships within my professional community. It is great to start a career with like-minded individuals on the same path. SCATTER reinforced my motivation to always strive for the best. I set my personal goals high, just as I do for my students-past and future.

**Class of 2016**

**Donna Heath, Class of 2016**

I teach 6<sup>th</sup> grade English language arts at Booker Middle School in Sarasota. Being a part of SCATTER truly increased my confidence exponentially. ■

**“Being a part of SCATTER truly increased my confidence exponentially.”**

**~ Donna Heath, Class of 2016**

**How to Use #IamaSCATTER**

By: Caylee Fredette

**Instructions Step by Step:**

1. In your post tell us:
  - A. What makes you a SCATTER;
  - B. What is your favorite memory as a SCATTER;
  - C. How has SCATTER helped you; and/or
  - D. What have you learned being a SCATTER.
2. Hold the SHIFT key and press the # Button.
3. Begin typing the phrase “I am a SCATTER” without any spaces or symbols so it will look like this: #IamaSCATTER.
4. Share your post!

**Rules to keep in mind:**

1. Don't put spaces in between any thing.
2. Capitalization doesn't matter.
3. When you use a hashtag your post is no longer considered private and anyone who searches that hashtag will be able to see your post.

See my post below.



many **YOU ARE INVITED.**

## To attend the SCATTER FALL HONORS CELEBRATION

Friday, December 9, 2016

5:30 - 8:30 p.m.

in TECO Hall

Jessica Solano, the 2017 Florida's  
Macy Teacher of the Year, will give  
the commencement address.

The 2016 Fall SCATTER graduates  
will participate in a graduation cere-

**PLEASE REGISTER** by going to the [SCATTER Store](#), emailing [EDU-SCATTOPS@USF.EDU](mailto:EDU-SCATTOPS@USF.EDU), or calling the **SCATTER Office** at 813-974-2061.



Graduation December 10, 2016 (Saturday) 1:30 p.m. in the Sun Dome



## \*2017 WINTER/SPRING STATE & NATIONAL CONFERENCES

**Elementary & Secondary Physical Education: January 9 - 12, 2017**, Society of Health and Physical Educators (SHAPE America) Southern District Convention (Theme: *We Are Family* – Baton Rouge, LA. For registration information, go to <http://www.shapeamerica.org/about/districts/southern/conference.cfm>

**All levels, all content areas: March 9-11, 2017**, National Association for Professional Development Schools (NAPDS) Conference – DoubleTree-Crystal City, Washington, D.C. For registration information, go to <http://napds.org/conference/>

**Elementary & Secondary Physical Education: March 14-18, 2017**, Society of Health and Physical Educators (SHAPE America) Convention – Boston, MA. For registration information, go to <http://www.shapeamerica.org/events/convention2016/>

**Elementary & Secondary Science: March 30-April 2, 2017**, National Science Teachers Association (NSTA) Convention “Sun, Surf & Science” – Los Angeles, CA. For registration information, go to <http://www.nsta.org/conferences/national.aspx>

**All levels, all content areas: April 27 – May 1, 2017**, American Educational Research Association (AERA) – San Antonio, TX. For registration information, go to <http://www.aera.net/EventsMeetings/AnnualMeeting/tabid/10208/Default.aspx>

**All levels, all content areas: May 12-14, 2017**, Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL) 38<sup>th</sup> Annual Conference – West Palm Beach, FL. For registration information, go to <http://sstesol.org/wp-content/uploads/2010/02/conflogoimage.png>

**Elementary & Secondary Math: April 5 - 8, 2017**, National Council of Teachers of Mathematics (NCTM) Convention - San Antonio, TX. For registration information, go to <http://www.nctm.org/Conferences-and-Professional-Development/Annual-Meeting-and-Exposition/>

## \*2017 SUMMER NATIONAL CONFERENCES

**Elementary: June 22 - 24, 2017**, Children’s Literature Association Conference - Tampa, FL. For registration information, go to <http://www.childlitassn.org/annual-conference> and visit their Facebook Page at <https://www.facebook.com/chla2017>

**Elementary & Secondary English: July 15 - 17, 2017**, International Literacy Conference - Orlando, FL. For registration information, go to [ilaconference.org](http://ilaconference.org)

**\*NOT SCATTER-sponsored events, but you earn workshop credit for attending and can obtain VITAL for presenting as long as other requirements are met; a separate registration is required! Student pricing may vary.**

Erica Escobedo  
Spring 2015 D.W.I.T.  
Mathematics Education  
V.I.T.A.L. SCATTER

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