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# Project GATE Gazette

Greetings from:

**Ms. Ava Byrne,**  
**Deputy Superintendent, Professional Development**

**and**

**Ms. Antionette Dunbar**  
**Deputy Superintendent, Curriculum and Instruction**

**W**e are pleased to support this project through the collaboration between Florida International University and Miami-Dade County Public Schools' Office of Professional Development and the Division of Special Education. We have heard such wonderful feedback about Project GATE and the professional development that has been offered to both new special education teachers and their mentors. The teacher-to-teacher support that is part of this project is a beneficial endeavor both to you mentees and mentors out there and we know that you have gained much from this partnership over the past few months. Please continue to set your standards high and strive to be the best SPED teacher you can be.

**Mentors** - Thank you for offering your expertise and assistance to our new teachers. Research is clear to us that the coaching time spent with new teachers is a valuable component to both the retention of new teachers and the increase of instructional practices. Keep up the great work that you do!

**Mentees** - Thank you for hanging in there when the going gets tough... we know that teaching is a challenging but rewarding field, and you do make a difference - one student at a time. We both remember what it was like to be a new teacher, and your involvement in this project is time well spent, as you build your confidence and skills needed as an effective SPED teacher.

**Give the pupils something to do, not something to learn;  
and the doing is of such a nature as to demand thinking;  
learning naturally results.**

**- John Dewey**

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**Miami-Dade County  
Public Schools**

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**Special points of**

**Interest:**

- ☉ The 4-1-1 on Inclusion
- ☉ National Inclusion School Week—Event
- ☉ PD Update
- ☉ Websites of Interests

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**Teaching is a  
Master Piece**

**Congratulations to  
Project GATE Participants:**

**Florida CEC Rookie Teacher of the Year:  
Mildred Boveda  
Myrtle Grove Elementary**

**School-site Rookie Teacher of the Year:  
Tina DiBiase,  
Miami Springs Senior**

**School-site Teachers of the Year:  
Eileen Hernandez,  
Braddock Senior  
  
Kathleen Zaldivar,  
Comstock Elementary**

**Coast 97.3 Employee of the Month:  
Barbie Vinas,  
Whispering Pines Elementary**

# Professional Development Corner

**Session 2:**  
**Classroom and Testing Accommodations**  
**November 2006**  
**Project GATE Professional Development**  
**FDLRS-North**  
**Kendale Elementary**

Participants were provided with valuable information during the Professional Development conducted by Mr. Steven Gould and Ms. Magda Salazar, FDLRS-North  
Wednesday, November 8, 2006

Mr. Raul Escarpio, and Ms. Salazar  
Kendale Elementary  
Saturday, November 18, 2006



**Collaboration at its BEST!**

## **Upcoming Project GATE PD Sessions**

Saturday, December 9, 2006

Project GATE Mentoring for Mentors ONLY  
Kendale Elementary  
10693 SW 93 Street

Saturday January 27, 2007

Inclusive Practices  
Miami Lakes Middle  
6425 Miami Lakeway North

Wednesday, January 31, 2007

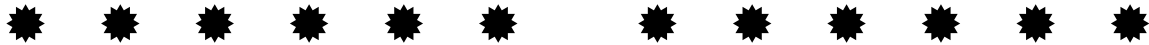
Inclusive Practices  
Miami Lakes Middle  
6425 Miami Lakeway North

\*Remember to register through the PD Menu & Registration System

# inclusive ideas



## *The Role of the Special Education Teacher in an Inclusive Classroom*



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### Understand what inclusion is and is not

- ♥ Inclusion is not a place but a philosophy of valuing students for what they can do rather than what they cannot do. Inclusion is ensuring that students with disabilities learn alongside their non-disabled peers, given the appropriate supports, for the maximum amount of time possible.
- ♥ [www.floridainclusionnetwork.com](http://www.floridainclusionnetwork.com)
- ♥ <http://inclusion.dadeschools.net>
- ♥ [www.urbanschools.org](http://www.urbanschools.org)
- ♥ [www.inclusiveschools.org](http://www.inclusiveschools.org)

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### Understand models of support and the process for determining support needs of students with disabilities

- ♥ A team of general ed and special ed teachers compile the needs of students with disabilities by subject/course/grade level and determine the models: External Support (consultation/collaboration), In-Class Support (support facilitation, co-teaching), Specialized Support (pull-out) that will provide the supports needed by each student in his/her least restrictive environment.

\*\*\*\*\* MODELS OF SUPPORT ARE BASED ON STUDENT NEEDS\*\*\*\*\*

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### Understand and clarify your role in serving students with disabilities within the general education classroom

- ♥ Take responsibility for gaining knowledge and skills in collaborative teaching and inclusion. Seek out professional development opportunities in the areas of collaborative teaching practices, flexible grouping, and effective instructional practices for meeting the needs of diverse learners PRIOR to implementation of inclusive practices. Share your acquired knowledge with your colleagues.
- ♥ Clarify specific responsibilities and roles with your collaborative partners. Communicate your goals for the students, come to a consensus on non-negotiables for the classroom, determine teaching structures, and specific responsibilities for each teacher. Establish a structure for dealing with differences in professional behavior.
- ♥ [www.powerof2.org](http://www.powerof2.org)
- ♥ Teacher's Choice Video: Power of 2 #81114
- ♥ [www.floridainclusionnetwork.com](http://www.floridainclusionnetwork.com)

## Expand your skills in meeting the needs of diverse learners within a standards-based curriculum

- ♥ Gather information on the implementation of differentiated instruction, accommodations and modifications, and instructional supports. Develop skills on the evaluation of the learning environment of a general education classroom and structures that would enable success for all learners within that setting (visual tools, transition tools, flexible grouping, student participation structures, etc.)

## Communicate the needs of the students with disabilities and provide strategies for success to promote student achievement

- ♥ Assure that support is being provided to the students with disabilities by communicating the students' needs through verbal and written communication, as well as demonstration & modeling.

## Communicate your skills to promote student achievement

- ♥ Communicate the skills and abilities that you bring to the general education classroom, teachers, and students. What supports do you provide that ALL students need? **COMMUNICATE DEMONSTRATE, AND MODEL THOSE SKILLS!**

Regional Center 1	Deidre Marshall	305-995-7256	dmarshall3@dadeschools.net
Regional Center 2	Debbie Karch	305-995-7099	dkarch@dadeschools.net
Regional Center 3	Janet Marrero	305-523-0116	jmarrero@dadeschools.net
Regional Center 4	Christina Garcia	305-523-0117	christinagarcia@dadeschools.net
Regional Center 5	Risé Manten	305-523-0119	rmanten@dadeschools.net
Regional Center 6	Sallie Gotch	305-523-0118	skgotch@dadeschools.net
District	Cathy Orlando: Facilitator, Florida Inclusion Network: Miami-Dade		corlando@dadeschools.net

## CELEBRATE YOUR SUCCESSES

- ♥ Be patient and understand that collaboration is a process that takes time and effort. "...unless someone like you cares a whole lot, nothing is going to get better. It's not!"

*The Lorax by Dr. Seuss*

Know where to



go for support

## Guided Reading: Now What do I do with the Others?

By: Magda D. Salazar, Project GATE PD Specialist

*Guided Reading* according to Dr. Gay Su Pinnell, is an “instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors, and can all read similar levels of texts” (Scholastic, n.d.). So, what do I do with the others? The following are activities your students can do while you work with students during guided reading. The activities address the five critical components of teaching reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

**Readers’ Theater:** Readers’ Theater provides simple, leveled play scripts that students can perform in the classroom without the need for props, costumes, or a set. Scripts can be content based, plays, and stories from the Core Reading Program.

**Readers’ Theater Websites:** <http://teachers.net/lessons/posts/400.html>; <http://www.aaronshep.com>; look for others by going to google.com and type “readers’ theater.”

**Making Words by Patricia Cunningham:** Have students engage in making words activities. For example, after reading, Tongue Twister (see poem), choose a word (TWISTER), write the letters (out of order) on the board for students to view. Fold a construction paper in fours, have students create two-letter words, three-letter words, four-letter words, and etc.

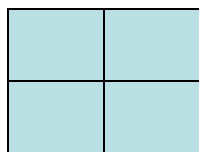
*Tongue Twister by Kenn Nesbitt*  
Mister Lester Chester Pfister  
Got his tongue caught in a twister,  
Whilst his sister, Misty Aster,  
Watched the twister whistle past her.

So, though Mister Pfister’s twister  
Missed Missy Misty Aster Pfister,  
Lester’s tongue is a disaster;  
It’s a twisted blistered taster.

E I R S T T W

2 Letters	3 Letters	4 Letters	5 Letters

**Four Squares:** Four squares consist of students folding a blank sheet of paper into four components. In one square the students will write the key vocabulary that pertains to the story. In the second square students will write the main characters from the story. In the third square the students will write the key details and/or facts within the story. The fourth square will consist of the students writing about what they have learned from reading the story.



1. Key Vocabulary
2. Main Character
3. Details/Facts
4. Summary

Enjoy the activities, try them out, and watch your students be actively engaged, while you are able to implement one of the greatest interventions for struggling readers-*Guided Reading*.

# FREE THEME PARK ADMISSION



**Universal Orlando Resort®** is offering every certified teacher in Florida an incredible opportunity to experience TWO exciting theme parks -- Universal Studios Florida® and Universal's Islands of Adventure®...FREE! It's their way of saying "thanks" for all you do!

Every certified teacher in Florida will receive a **FREE 1-DAY, 2-PARK TICKET** to experience BOTH theme parks. But wait...there's more! A coupon is also available which allows you to take up to 6 guests (family and friends)...and they will only pay \$40 per ticket (plus tax)! That is an amazing discount!

All you have to do to take advantage of this incredible offer (valid through January 31, 2007 with blackout dates December 25, 2006 – January 1, 2007), is click on the certification validation form, fill it out and print your coupons. Bring the FREE teacher's coupon and your valid Florida Educators Certificate and photo I.D. to any front gate ticket window of either Universal Studios Florida® or Universal's Islands of Adventure®. Your family and friends should bring their coupon to the front gate ticket window of either park to purchase their substantially-discounted ticket.

Don't miss out on this incredible offer. Get your FREE ticket coupon and discount coupon for your family/friends today!

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**Project GATE :**  
**Getting Assistance for Teaching Effectively**  
is a joint venture between  
**Miami-Dade County Public Schools**  
and **Florida International University's**  
**Professional Development Partnership.**



**Miami-Dade County  
Public Schools**

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**You are Invited to  
Celebrate National  
Inclusive School Week**

**When:** Wednesday, December 6, 2006

**Time:** 5:00 pm - 7:00 pm

**Where:** Signature Gardens

Looking forward to seeing you there!  
Find Denise and Magda to say hello!!

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**Teacher Tools on the Internet**

**Professional Websites:**

**Just for Teachers, Florida Department of Education:**

<http://www.fldoe.org/justforteachers/>

**Office of Professional Development, Miami-Dade County Public Schools:**

<http://prodev.dadeschools.net/Instructional/default.asp>

**Division of Special Education, Miami-Dade County Public Schools:**

<http://ese.dadeschools.net/>

**Graphic Organizers:**

**ABC's of the Writing Process:** <http://www.angelfire.com/wi/writingprocess/specificgos.html>

**Write Design Online:** <http://www.graphic.org>

**Teach-nology Graphic Organizers:** [http://www.teach-nology.com/web\\_tools/grapnic\\_org](http://www.teach-nology.com/web_tools/grapnic_org)

**Houghton Mifflin:** <http://www.eduplace.com/graphicorganizer/>

**Everything ESL-Graphic Organizers for Content:**

[http://www.everythingsesl.net/in-services/graphic\\_organizers.php](http://www.everythingsesl.net/in-services/graphic_organizers.php)

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