



Project GATE Gazette

Greetings from:

Denise and Magda...

We 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 know great things are going on with our special education teachers and KUDOS to each and every one of you! As noted in a reflection from the Project GATE PD Session: Building Partnerships—Effective Mentoring, “There are wonderful things going on with our students all over the district...” Let’s hear the wonderful things going on! Let’s share your success and your student’s success.

This newsletter is dedicated to encouraging you (all those dedicated mentees and mentors out there) as you work with your students to strive for the best. We have moved forward into the second semester, and see incredible growth with so many of you—both mentees and mentors. One of the best parts of our work with Project GATE is to “follow” your success. We are so pleased that so many of you are experiencing success in your journey of education. It appears that those of you who are most involved with Project GATE tend to be the ones who are seeing such positive growth within yourselves. Thank you for giving this project your all. The bottom line—The very best teachers positively influence their students every moment of the teaching day. We commend you for striving to be the very best.

“Instruction does much, but encouragement does everything.”

-Johann Wolfgang von Goethe, German Writer and Statesman

**Miami-Dade County
Public Schools**

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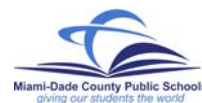
Special points of Interest:

- ☉ CEC Awards
- ☉ PD Update
- ☉ Websites of Interests

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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.**



**Teaching is a
Master Piece**

**Congratulations to
Project GATE Participants:**

**Marisel Artime and Maba Feu who were accepted into
Project QUEST—a free Masters Program at
Florida International University**

**Cristina Ugalde who was accepted into Project SAFE Passage—a
free Masters Program at
Florida International University**

**Wendy Kaslofsky who was invited to present at the
National Council for Exceptional Children Conference in Louis-
ville, Kentucky with Dr. Cramer,
Florida International University**

**Deidre Marshall, Yvette Perez, Lisa Barrocas, Liana Gonzalez and
Raul Escarpio—all Project GATE Mentors who are presently work-
ing on their doctorate in a FREE Doctoral Program at
Florida International University**

**Yesenia Marichal and Aida Arocha who earned their National
Board Certification!**

Upcoming Project GATE PD Sessions

Saturday, February 10 2006

Project GATE: Small Learning
Community
Kendale Elementary
10693 SW 93 Street

Saturday, April 14, 2007

ABCs of Literacy for
Teachers of Mild Disabilities
(EH, LD/VE, EMH)
Kendale Elementary
10693 SW 93 Street

Tuesday April 17, 2007

ABCs of Literacy for
Teachers of Mild Disabilities
(EH, LD/VE, EMH)
Kendale Elementary
10693 SW 93 Street

Thursday, April 18, 2007

Literacy Strategies to Increase
Student Achievement for
Teachers of Moderate
Disabilities (TMH, Autism)
Kendale Elementary
10693 SW 93 Street

*Remember to register through the PD Menu & Registration System
<http://calendar.dadeschools.net/cal/calendar.nsf>

What's the Buzz about GATE...

Project GATE mentor's email, in regards to Project GATE PD Session: Building Partnerships—Effective Mentoring on December 9, 2006:

"Dear Denise and Magda, Thanks for the great workshop yesterday. I have to tell you - I wasn't crazy about giving up a Sat., but I felt that I had made the commitment to the program... anyway, I was pleasantly surprised. It's rare to come away from a workshop feeling as though I've gotten something out of it. I'm usually counting the minutes until it's time leave. This workshop was great and I hope we can have more. It was so nice to have a chance to just talk to so many other really good and caring teachers."

Project GATE mentor's reflection from the Project GATE PD Session: Building Partnerships—Effective Mentoring Session on December 9, 2006:

"Today, I met two new wonderful mentors that I had not met before. Besides new practices and strategies, I thank PROJECT GATE for helping build a wider network of fellow teachers. The support and camaraderie in the connections we make with new individuals in our field is just as important as what we provide our students in all our classes."

Iliana Valdez, Project GATE mentee, sent the following message regarding her mentor,

"Dear Magda, Yesterday I went to observe my mentor, Peter Falcon, and I must say I am extremely glad I did. Peter is so good at what he does! He's amazing. From the minute I walked into his room I felt that he was an extremely dedicated teacher who is proud of what he does. There were so many things he showed me how to do the right way. He gave me all the support that I have been lacking at my own school. His teaching style was great, he incorporated language arts into his social studies class, he was very patient with his students. I just can't even completely express how impressed I am with him. I'm so glad that Project Gate has given me the opportunity to learn from such a great teacher. Thank you."

Anthony Symons shared the following regarding his mentor, " Looking forward to seeing you on Saturday. Finally, let me once again say "thank you" for assigning to me, what I know to be the most, wonderful, best, top, prime, model, prize, elite, exemplar, cool, astounding, divine, groovy, super (I think you get the point) MENTOR ever. I just hope that I have enough receptacles to store the wealth of information that she provides. Any way, see you on Saturday."

Project GATE mentee's reflection regarding the Project GATE PD Session: Professional Learning Community: Literacy that Works and Managing it All with IEPs on Saturday, January 13, 2007:

Just when you thought Project GATE couldn't get any better... I'm so glad I am in Project GATE! Who needs the Academy Awards?"

News from FIU, Our PDP Partner...

Project GATE goes National!

Project GATE is about successful, collaborative relationships: Relationships between MDCPS, FIU, the Local PDP Council, and the FLDOE. However, the most important relationships in GATE are those between the mentors and mentees. Many have developed meaningful friendships beyond the classroom. Recently, GATE personnel have had two opportunities to share with others the impact of Project GATE on mentees and mentors alike.

In November 2006, Dr. Patricia Barbetta, Ms. Melanie Morales, and Ms. Lisa Barrocas (a Project GATE Mentor since the inception of the program) presented at the national conference of TED (Teacher Education Division of CEC) in San Diego, CA. Their presentation titled, "Project GATE: A Collaborative University/District New ESE Teacher Mentoring Project," was designed to share information about the mentoring project with other higher education professionals. The presentation discussed the collaborative efforts between MDCPS and FIU, the history of the project and implementation procedures. Finally, the presentation focused on the retention data and successes for the teachers who have participated in the project. The presentation was well received and participants were impressed with the project outcomes.

In December, 2006, Dr. Barbetta and Ms. Morales participated in a nationwide conference call with representatives from universities, State Department of Education, and from federally funded projects that focused on retention of special education teachers. Only two mentoring projects were highlighted during this conference call and Project GATE was one of them. Dr. Barbetta and Ms. Morales shared the highlights of the mentoring project and answered questions about its implementation. Phoebe Gillespie from the Personnel Center at National Association of State Directors of Special Education, Inc. reviewed critical components of a high quality mentoring program. Based on the rubric presented, Project GATE met the proficient level for designing and evaluating mentoring programs. It was an honor for Project GATE to be showcased in such a positive manner in a nationwide forum.

So, as was said by Margaret Mead, "Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has." Your mentee/mentor interactions and successes as special education teachers are making a difference! Keep up the excellent work.

How to Motivate Your Students without Spending a Whole Lot...

By: Magda D. Salazar, Project GATE PD Specialist

What we know about motivating individuals is extensive... We know that some motivators work effectively with some students, yet do not have any effect on others. We sometimes are not consistent with the reinforcement of these “motivators.” And what, you may ask, “Are grades not enough of a motivation?” Come on! Be real! My youngest nephew Carlos, always an honor roll student, has recently hit the fifth grade blues! Yep, the, “I’m so done with elementary” attitude. Well, it certainly was a surprise for him and my sister that he earned not typical grades for him. And when we asked what’s going on, he said, “who cares about grades?” So, I understand that students are not necessarily motivated by grades... so, what can we do without spending an arm and leg?

According to Robert L. DeBruyn, author of the MASTER Teacher, one “powerful” motivator is prestige. Yep, imagine that! People, according to DeBruyn, are motivated by what causes them to feel important, win approval, feel powerful, and/or gain a reputation. Certainly, our students must be exempt from this. Not according to DeBruyn. He shares that all students are motivated by prestige, and these students are usually the ones who do well in class, are respected by teachers and peers, and participate in activities. These are also those students who must tell you how well they are doing in their other classroom, or how well they did in physical education. Listen to them! Motivate them in your classroom by praising them and giving them the prestige they so earned!

Pleasure, according to DeBruyn, is also a powerful motivator. We know what we would do for pleasure—a nice day at the spa or beach, or go fishing! We buy nice cars and dine in fine restaurants with friends and family. We go to movies, shopping, and vacations to meet this need. In reality, this is a dominant motivator for almost all of us! Of course, school cannot be all fun and games, but academic work that is meaningful can give joy because learning and achievement **are** rewarding experiences. Students motivated by pleasure are those who tell you that “You are my favorite teacher.” If you have never heard that, you have not used pleasure as a motivator.

Fortunately, there are some things that you can do as the MASTER Teacher. Remember, all students are and can be motivated. They just may not be motivated to complete the extension activity to the wonderful lesson you had planned out. Instead, they may be motivated by the usage of computers or text messages and IPODs. However, it is our professional responsibility to motivate our students to learn. In fact, according to DeBruyn, “if we don’t try to motivate our students to learn, it’s unlikely that we really want to teach some students.” In order to motivate our students, we must do more than just “presenting a lesson.” We must arouse, persuade, convince that education is not only relevant to them, but fun. Two great tools to use to motivate your students are: prestige and pleasure.

Tidbits from the Division of Special Education...

M-DCPS Prekindergarten Program for Children with Disabilities LEAP-USA Research Study

The M-DCPS Learning Experiences and Alternative Program for Preschoolers and Parents (LEAP) classrooms are participating in a federally-funded research project, called LEAP-USA (Using Science-Based Approaches). This research study examines the ability to replicate the LEAP Preschool Model and demonstrates the effectiveness of LEAP as an inclusive, developmentally appropriate preschool service for young children with autism.

The LEAP Program is a fully inclusive preschool model for educating children with autism alongside their same age peers. Although, there are 13 LEAP classrooms throughout Miami-Dade County, Comstock Elementary LEAP and Redondo Elementary LEAP are the two intervention sites in the study. Gragny Elementary LEAP and Kensington Park Elementary LEAP are the two control sites in the study. For more information about this program, please contact Ms. Dolores Mendoza, Instructional Supervisor at DMendoza@dadeschools.net.

Matrix of Services Workshops at FDLRS-S

On January 26, 2007 the Florida Diagnostic and Learning Resources System- South (FDLRS-S) hosted a Matrix of Services Train the Trainer Workshop. A total of 14 participants attended representing Miami-Dade County Public Schools.

The FDLRS Network is accountable for facilitating proper Matrix of Services training. This is a monitoring and compliance issue for the districts, and thus the emphasis on maintaining a cadre of Updated Trainers is essential. It will allow the district to continue training teachers on the effective use of the matrix of services form.

Matrix of Services Workshops are listed on the Professional Development website at <http://calendar.dadeschools.net>. Additional copies of the Matrix of Services Handbook 2004 Revised Edition can be obtained by contacting FDLRS-South. For additional information, please contact Ms. Delsey Yancoskie, Instructional Supervisor FDLRS-South at 305 274-3501.

Local Education Agency (LEA) Implementation Guide

The LEA Implementation Guide was developed to provide all Special Education (SPED) Administrators, Program Specialists, SPED Chairpersons and teachers a guide to resources that will assist in compliance with federal, state, and district rules and regulations.

The contents of the LEA Implementation Guide will be revised on a yearly basis and a new version of the handbook will be uploaded to E-Handbooks. The document is currently accessible at <http://ehandbooks.dadeschools.net/policies/43.pdf>.

Professional development trainings have been set up for each regional center. The training sessions have been scheduled from January to February 2007. Designated school site LEAs are required to attend. Participants will disseminate the information from this PD to SPED staff at their school site with support from the Regional Center.



The Council for Exceptional Children Miami Chapter 121

2006-2007 SPED Teacher of the Year

NOMINATION PACKET INSTRUCTIONS: All answers must be numbered, typed, double-spaced and no smaller than a 10-point type size. Please respond to all five (5) questions/statements- maximum one page per answer. Be sure to cite examples. NO additional letters of support or other unsolicited information should be sent; if included, these items will render the nominee ineligible to win. **Nominees must have more than three years of teaching experience and demonstrate exemplary performance as a teacher, exhibiting such qualities as innovativeness, creativity, and the ability to inspire.** Previous winners **MUST** wait five (5) years to reapply. **Only one (1) entry per school site per category.**

Send the completed Nomination packets to:
Special Education (SPED) Teacher of the Year
Attention: Ms. Terri Buria
Mail Code: 7431 - Palmetto Senior
Phone: (305) 235-1360 Fax: (305) 235-7169
Email: jtc13432@juno.com

NOMINEE:

Name: _____

Title/Position: _____

School: _____ Mail Code: _____

Address: _____

School Phone #: _____ School Fax #: _____

Nomination Committee Chairperson: _____

Work Phone #: _____ Home Phone #: _____

Email: _____

Please answer the following questions:

1. What makes this nominee an exemplary SPED teacher?
2. How does the nominee display knowledge of the Sunshine State Standards or Alternate Achievement Standards, while considering students' abilities, disabilities, and their individual curricular needs?
3. a) What does the nominee consider the three most important aspects of his/her classroom management? B) Why?
4. Give an example of how effective communication with students, parents, SPED/G.E. staff, and administrators resulted in improved outcomes for one or more of his/her students this year.
5. Give an example of how this exemplary nominee impacts the school's special education program, as well as the total school program.

Deadline: Monday, February 12, 2007



The Council for Exceptional Children Miami Chapter 121

2006-2007 SPED Rookie Teacher of the Year

NOMINATION PACKET INSTRUCTIONS: All answers must be numbered, typed, double-spaced and no smaller than a 10-point type size. Please respond to all five (5) questions/statements- maximum one page per answer. Be sure to cite examples. NO photographs, additional letters of support or other unsolicited information should be sent; if included, these items will render the nominee ineligible to win. **Nominees must have less than three years of teaching experience and demonstrate exemplary performance as a beginning teacher exhibiting qualities as innovativeness, imagination, creativity, and the ability to inspire. Only one (1) entry per school site per category.**

Send the completed Nomination packets to:
Special Education (SPED) Rookie Teacher of the Year
Attention: Ms. Deanna DeCario
Mail Code: 5281 - South Miami K-8 Center
Phone: (305) 667-8847 Fax: (305) 665-6782
Email: ddecario@bellsouth.net

NOMINEE:

Name: _____
Title/Position: _____
School: _____ Mail Code: _____
Address: _____
School Phone #: _____ School Fax #: _____
Nomination Committee Chairperson: _____
Work Phone #: _____ Home Phone #: _____
Email: _____

Please answer the following questions:

1. a) How does the nominee seek professional growth? B) List the classes, voluntary workshops, membership in professional organizations, conferences attended, and any related activities, in which the nominee is currently involved.
2. a) How does the nominee display a significant knowledge of curriculum? B) Give three examples of specific adaptations/accommodations that the nominee has designed and/or implemented this year, for one or more of his/her students.
3. a) What does the nominee consider the three most important aspects of his/her classroom management plan? b) Why?
4. Give an example of how effective communication with students, parents, SPED/G.E. staff, and administrators resulted in improved outcomes for one or more of his/her students this year.
5. Give an example of how this exemplary nominee impacts the school's special education program, as well as the total school program.

DEADLINE: Monday, February 12, 2007

**Miami-Dade County
Public Schools**

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Phone: 305-523-0886
Cell: 786-223-3335



**CEC Miami Chapter 121
2007 Annual Awards Banquet
honoring special education teachers
and administrators**

When: Thursday, February 22, 2007

Time: 5:00 pm - 8:00 pm

Where: Radisson Mart

Looking forward to seeing you there!

For more information visit:

<http://www.cecchapter121.com/>

Teacher Tools on the Internet

SAT/FCAT Practice:

Internet 4 Classrooms—Second Grade:

http://www.internet4classrooms.com/skills_2nd.htm

Internet 4 Classrooms—Fourth Grade:

http://www.internet4classrooms.com/skills_4th.htm

Internet 4 Classrooms—Eighth Grade:

http://www.internet4classrooms.com/skills_8th.htm

E-Books/E-Stories Online:

Children's Books Online

<http://www.childrensbooksonline.org>

Goodnight Stories

<http://goodnightstories.com/read.htm>

Enoch Pratt Free Library's

http://www.epfl.net/kids/estories/ESTORIES_archive_list.cfm
