



# THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

The Bureau of Standards and Instructional Support exists to maximize student achievement by enhancing student capacity to learn and teacher capacity to individualize learning.

## Social Studies

### Churchill Archive for Schools: Free Access until 2020

The [Churchill Archive for Schools](#) is a specialized platform for high school students based on the content and catalogue of Bloomsbury Publishing's Churchill Archive. With a free and expanding range of classroom-ready resources, the website brings the letters, speeches, photos and writings of Winston S. Churchill and his contemporaries to secondary schools at no cost until 2020, thanks to a generous donation from philanthropist Laurence Geller CBE. The platform's pedagogical resources have been specially written and developed by leading history educators to support the teaching of history at the secondary level. The Churchill Archive for Schools includes [guidance](#) to [help](#) teachers introduce students to the subject matter and [get them interested in learning about history](#). Additionally, it is an excellent resource for teaching students how to utilize primary documents. The archive's [lesson materials](#) engage students in hands-on primary document analysis and prompt them to piece together history by making connections between primary and secondary sources. Students will read selected works from the Churchill Archive and answer document-based questions that both personalize and de-mystify the study of history. The resources are suitable for both independent work and group collaboration. The [Churchill Archive for Schools](#) is freely available online; however, many of the digitized documents in the lessons are accessed from the original and more robust Churchill Archive, a subscription product. When you [register your school](#), you will have full and free access to the Churchill Archive, including the resources featured in the Churchill Archive for Schools' lessons. Coordinate registration with your library staff to avoid duplication of effort.

## CPALMS

### CPALMS Features

Want to view all of the resources you found on [CPALMS](#) in one place? Use the bookmarking tool. When you locate a resource in CPALMS that you want to be able to find later, click on the red "Add Bookmark" button for that resource. To locate your bookmarked resources, log in to your iCPALMS account. Click on "My Resources" and then "My Bookmarked Resources." All of the resources you bookmarked will be there. This is an easy way to find the resources you want to use all in one place.

Another great feature in CPALMS and in [FloridaStudents.org](#) is the Like It! button for student tutorials. If you or your students find a student tutorial that is helpful and interesting, click on the green "Like It!" button under the tutorial. You can also view how many likes each tutorial has received in order to help you decide if you want to view that tutorial.

**March 2016**

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FLORIDA DEPARTMENT OF  
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## Health

### **Every Kid Healthy Week: April 25-29, 2016**

Every Kid Healthy Week is an annual observance created to celebrate school health and wellness achievements and is recognized on the calendar of National Health Observances. Observed during the last week of April each year, this special week shines a spotlight on the great efforts school partners are making to improve the health and wellness of their students and strengthen the link between nutrition, physical activity and learning – because healthy kids learn better! Everyone in the Florida can get involved and be a part of the celebration to help support sound nutrition, regular physical activity and health-promoting programs in schools. If you are interested in hosting an Every Kid Healthy event at your school, go to <http://www.actionforhealthykids.org/what-we-do/every-kid-healthy-week>.

### **Sexual Health Education 101 for Teachers and School Nurses**

Sexual health education is required instruction in Florida schools through section 1003.42 (2)(n), Florida Statutes, comprehensive health education. The family life component of comprehensive health education includes many sexual health topics including family structures, roles and responsibilities, gender roles, sexual stereotypes, marriage, divorce, parenting, physical and sexual abuse, building family relationships, child abuse, the family life cycle, family planning and heredity. Some sexual health education topics are also included in other components of comprehensive health education, such as prevention and control of disease, personal health and mental and emotional health.

Parents or guardians may make a written request to have their child/children exempted from the teaching of the sexual health component of comprehensive health education.

Florida's School-Based HIV/STD and Teen Pregnancy Prevention Project is offering a 2016 winter and spring session of Sexual Health Education 101. The course is offered online in partnership with the Panhandle Area Education Consortium's ePDC Learns Academy at no cost to participants. Registration for teachers and school nurses in Florida school districts will begin on February 29, 2016, and the session ends on May 31, 2016.

Sexual Health Education 101 (SHE 101) will increase participants' knowledge related to HIV/STDs and teen pregnancy in the U.S. and Florida. Participants will also learn of strategies and activities that may be used to deepen middle and high school students' understanding of the potential results of risky sexual behavior. Additionally, SHE 101 provides resources that could be used to guide development of sexual health curriculum and lesson plans.

Upon successful completion of the course, participants will be able to print a certificate indicating they have completed course work for 10 hours of continuing education credit.

Refer to the following information to register for Sexual Health Education 101:

**Step 1:** Enrolling in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

NOTE: if you are already enrolled in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium, please skip to Step 2.

Go to the PAEC website – <http://www.paec.org/>.

Locate the blue box labeled “electronic Professional Development Connections” on the right side of the page.

Go to “First Time Visitor” and click on the link.

If not in Florida, select desired state from the drop-down box.

Select your school district from the drop-down box. If your school district is not listed, select unknown.

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Select your school from the drop-down box. If your school isn't listed select unknown.

Select your job class from the drop-down box.

Select your job title from the drop-down box.

Enter your first name, last name and email address. Boxes marked with an asterisk (\*) are required information. You will not be added to the database unless these areas are complete.

Create a password with at least 8 digits, and a combination of upper and lower case letters and numbers.

Verify your password.

Scroll to the bottom of the page and click submit.

You should receive confirmation of registration by email within 24 hours. You must click the link provided in the confirmation email to activate your account. If you don't see the email in your inbox, check your Spam or Junk folder for the email. If you do not receive it, please contact Clayton Smith at [clayton.smith@paec.org](mailto:clayton.smith@paec.org).

After establishing your ePDC account and responding to the automatic confirmation email, you will need to register for the course, Sexual Health Education 101 – 2015.

#### Step 2: Registering for Sexual Health Education 101 – 2015

Go to the PAEC website – <http://www.paec.org/>.

Locate the blue box labeled “electronic Professional Development Connections” on the right side of the page.

Choose the “Course Registration” link.

Select your school district, school and name from the drop-down boxes.

Click “Next”

A variety of search options will be made available for you. If you use the “Search by Course Title” option, select the title of the professional development activity you wish to participate in from the drop-down box. This will give you basic information on the course. You may select the “Details” button for more information about the activity.

Select the white “Register” button to register.

Read the ePDC course policies and select the “Accept” button at the bottom of the page to proceed.

#### Step 3. Accessing Course Content

Go to the PAEC website – <http://www.paec.org/>.

Locate the blue box labeled “electronic Professional Development Connections” on the right side of the page.

Choose the “Member Transcript” link.

Access to the course will be provided by clicking the exercise website link found on your ePDC “Member Transcript.”

Upon clicking this button, you will need to follow on-screen instructions to join the course in the Schoology learning management system (a one-time event).

## Library Media

### Sunshine State Young Readers Award

**The Sunshine State Young Readers Award (SSYRA)** 2015-16 voting is now open. Now through April 15<sup>th</sup> students in grades 3-5 and grades 6-8 will be able to vote for their favorite book. SSYRA is a reading program for students that promotes reading for pleasure. It is co-sponsored by FDOE and the Florida Association for Media in Education (FAME). SSYRA voting is open to ALL Florida schools and votes are gathered by the school librarian. All schools must be registered through the FAME website in order to submit their votes.

The SSYRA committee met in Orlando on March 4-6 to select next year's lists of Sunshine State books. Please check the FAME website for a posting of both grade-level lists for 2016-17 school year. Books are selected based on their wide appeal, various genres, and appropriateness of theme, plot and characters. The committee consists of 20 members who select works for both elementary and middle school grade levels.

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Looking ahead... book suggestions for 2017-18 SSYRA are now being accepted. Eligibility criteria for a book to be considered and read by committee members include: age appropriateness, must be a work of fiction with original copyright within the past three years and must be in print at time of selection. Recommendations may be accepted from school librarians, students, parents or other interested parties. The book suggestion form may be found on the FAME website.

More information on SSYRA, SSYRA voting and book suggestions are posted on the new FAME website at <http://www.floridamediaed.org/>.

### **April is School Library Month.**

Each year, school districts and Florida citizens take time to recognize the programs, services and resources provided by school libraries. This celebratory month provides opportunities across the state to highlight school library contributions to Florida public education. School library programs make a measurable difference in student academic achievement, prepare students for lifelong learning and enhance their reading enjoyment. Additionally, School Library Month coincides with National Library Week, sponsored by the American Library Association, which highlights the resources and contributions of all types of libraries across the country.

### **Fine Arts**

Across the nation, the month of March (**Youth Art Month + Music in Our Schools Month + Theatre in Our Schools Month**) is recognized as an opportunity to celebrate arts education and the important role it plays in the lives of our students, both academically and socially. FDOE highly values arts education and those who serve to educate, advocate and promote the arts in our schools. Arts educators inspire students to think creatively and encourage student growth through artistic mastery and self-expression. We would like to encourage arts teachers, and teachers of all content areas, to explore new ways to incorporate the arts into the daily lives of our students. Thank you to all the educators across the state of Florida who engage their students in the arts and foster within them an appreciation of and enthusiasm for the arts.

### **Teacher Workshops and Opportunities**

#### **College Board – Award for Excellence and Innovation in the Arts**

The 2016 College Board Award for Excellence and Innovation in the Arts is an annual award that recognizes and celebrates the achievements of arts initiatives that serve students in grades 6–12 and promotes student learning and creativity in exemplary and innovative ways. Awards will be given to model programs in three categories: Arts Integration, Equity through Arts, and Civic Engagement/Professional Partnerships. Applications are due by Monday, April 18. More information about the program and how to apply can be found here: [https://artsaward.collegeboard.org/award?ep\\_ch=PR&ep\\_mid=11210678&ep\\_rid=173692475](https://artsaward.collegeboard.org/award?ep_ch=PR&ep_mid=11210678&ep_rid=173692475).

#### **Very Special Arts (VSA) Florida Student of the Month Program**

VSA Florida's Annual VSA Florida Student of the Month Recognition Program strives to increase public awareness of the impact arts make on students with disabilities. Students who participate in the arts develop creativity, have increased self-confidence, understand teamwork, have increased language and mathematics skills, and are generally more engaged. Students are recognized in one of two different age groups, 5-13 and 14-22. Applications: are accepted on Rolling Basis now through May 1, 2016. More information about the program can be found here: <http://vsafll.org/programs/student-of-the-month>.

#### **National Endowment for the Arts: Challenge America Grant**

The Challenge America grant offers support primarily to small and mid-sized organizations for projects that extend the reach of the arts to underserved populations - those whose opportunities to experience the arts are limited by geography, ethnicity, economics or disability. Age alone (e.g., youth, seniors) does not qualify a group as underserved; at least one of the underserved characteristics noted above also must be present. Grants are available for professional arts programming and for projects that emphasize the potential of the arts in community development. Applications due by Thursday, April 14. More information about the grant and details about the application can be found here: <http://www.arts.gov/grants-organizations/challenge-america/grant-program-description>.

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### **Free VSA Webinars from the John F. Kennedy Center**

-Tuesday, April 26, 3:00 – 4:00 p.m.

Promote Dignity, Retain Integrity: Strategies for the Inclusive Secondary General Music Classroom

Presented by Sarah Burns

-Tuesday, May 24, 3:00 – 4:00 p.m.

Music & Math in Motion: A New Learning Approach to Counting in 4/4 Time and Tempo Concepts for Students on the Autism Spectrum

Presented by Maya Singh and Cecilia Smith

More information about these and other upcoming webinars offered can be found here:

<http://vsafj.org/free-vsa-webinars-john-f-kennedy-center>.

### **GRAMMY Signature Schools**

The GRAMMY Signature School awards are given to high school music programs that are keeping music programs thriving. Each accepted school receives a GRAMMY Award and a cash prize of up to \$10,000. Schools compete in different categories based on excellence or need. The deadline to submit your school for consideration to be a 2017 GRAMMY Signature School is Saturday, October 22, 2016. More information about the program and application process can be found here:

<http://www.grammyintheschools.com/programs/grammy-signature-schools>.

### **Upcoming Conferences**

Educational Theatre Association (EdTA)

**2016 EdTA National Conference – The Changing Face of Theatre Education**

September 15-18, 2016

Tropicana, Las Vegas, Nevada

<https://www.schooltheatre.org/events/edtnationalconference>.

Florida Art Education Association (FAEA)

**64<sup>th</sup> Annual FAEA Conference**

October 6-9, 2016

Naples Grande Beach Resort, Naples, Florida

<http://www.faea.org/InnerPage.aspx?id=4>

National Dance Educator's Organization (NDEO)

**18<sup>th</sup> Annual NDEO Conference 2016 – Speaking with Our Feet: Advocating, Analyzing, and Advancing Dance Education**

October 6-10, 2016

Hyatt Regency Crystal City, Washington, D.C.

[http://www.ndeo.org/content.aspx?page\\_id=22&club\\_id=893257&module\\_id=196117](http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=196117)

## **Literacy**

### **Complex Text – Part 1: What it is and Why it Matters**

ELA Anchor Standard 10 for reading requires students to:

**“Read and comprehend complex literary and informational texts independently and proficiently.”**

#### **So what is complex text?**

Text complexity may be thought of as the relative challenge a student is presented in accessing the full meaning and implications of a text.

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## Why focus on text complexity?

Text that is created specifically for content learning, such as that often found in textbooks, is generally calibrated to allow students to easily gain information, avoiding undue struggle with levels of meaning or complex constructions. While simplified text may benefit content learning in the short term, it is not especially conducive to the student's intellectual and academic growth over all.

In order for students to become better learners and thinkers, at least some of their texts (written, audio and visual) must demand a certain amount of struggle and stretch. Students must learn not only to comprehend the text, but also to analyze and interpret it, and to connect its ideas to those of other texts or situations.

The task for educators is to recognize the kinds of complexity a given text represents and what level of complexity will provide students with that "productive struggle" that leads to growth.

## What should we look for in determining text complexity?

There are three major aspects when we consider the complexity of a text: **quantitative**, **qualitative** and **reader/task** considerations.

**Quantitative** considerations are those we can measure: word count; word, sentence and paragraph length; frequency of unfamiliar or sophisticated vocabulary; or other language features. Several methods exist to measure the quantitative complexity of text. A number of online tools are available for this purpose:

- ATOS Analyzer – Renaissance Learning <http://www.renlearn.com/ar/overview/atos/>
- Degrees of Reading Power® – Questar <http://www.questarai.com> (Contact Questar with requests for text analysis.)
- ETS TextEvaluator <https://texteval-pilot.ets.org/TextEvaluator/>
- The Lexile Framework® – MetaMetrix <http://www.lexile.com/analyzer/>
- Coh-Metrix Easability Tool – University of Memphis (For Flesch-Kincaid measure) <http://141.225.42.101/cohmetrixgates/Home.aspx?Login=1> (Beta site)
- Reading Maturity – Pearson Knowledge Technologies <http://www.readingmaturity.com> (Beta site)
- SourceRater – Educators Testing Service <http://naeptba.ets.org/SourceRater3/> (Beta site)

Quantitative measures must not be the sole consideration when selecting grade-appropriate texts. The **qualitative** aspects of the text must be given at least equal consideration.

**In Part 2 of this series, we will examine how qualitative considerations impact text complexity.**

### Resources:

For tutorials on text complexity, visit these CPALMS resources.

**Florida Standards Text Complexity:** <http://www.cpalms.org/Public/PreviewProfessionalDevelopment/Preview/139>

**Literacy across the Content Areas:** Exploring Text Complexity <http://www.cpalms.org/Public/PreviewProfessionalDevelopment/Preview/205>

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## Gifted Education

### Resources

#### FLDOE contacts

- Florida Department of Education Instructional Support, main number 850-245-0423
- Florida Department of Education School Counseling Consultant, Helen Lancashire at [Helen.Lancashire@fldoe.org](mailto:Helen.Lancashire@fldoe.org) or 850-245-7851
- Florida Department of Education Gifted Education Program Specialist, Kathleen Casper at [Kathleen.Casper@fldoe.org](mailto:Kathleen.Casper@fldoe.org) or 850-245-0423
- Florida Department of Education Bureau of Exceptional Education and Student Services Dispute Resolution and Monitoring Program Director, Leanne Grillot, 850-245-0475

#### Speakers/events/webinars

- Florida Association for the Gifted offers regional trainings and annual conferences. Contact [president@flagifted.org](mailto:president@flagifted.org) for more information on upcoming events. (The National Association for Gifted Children is combining with FLAG for the November 2016 national conference this year- it will be in Orlando!)
- FLDOE monthly phone calls (administrators can call in to discuss a range of topics as scheduled by Kathleen Casper). The next one will be held on April 30,2016, at 3pm.
- Endorsement training (each district should have a list of available training courses)
- NAGC and SENG both offer webinars at low cost. Districts may want to inquire about packages so more staff can view each webinar. See <http://www.nagc.org/education-training/online-learning> and <http://sengifted.org/programs/senginars> .

#### Organizations for more information:

- NAGC—National Association for Gifted Children, <http://www.nagc.org>
- SENG— Supporting Emotional Needs of the Gifted, <http://www.sengifted.org> (annual conference is in July each year)
- FLAG—Florida Association for the Gifted, <http://www.flagifted.org>
- FGN—Florida Gifted Network, <http://www.floridagiftednetwork.org/>
- FSCA—Florida School Counselors Association, <http://www.fla-schoolcounselor.org/>
- NSGT—National Society for the Gifted and Talented, <http://www.nsgt.org/>
- CEC—Council for Exceptional Children, <http://www.cec.sped.org/Special-Ed-Topics/Specialty-Areas/Gifted/CEC-Resources>
- World Council for Gifted and Talented Children, <http://www.world-gifted.org/Resources>
- Johns Hopkins Center for Talented Youth (CTY), <http://cty.jhu.edu/services/index.html>

#### Websites/online databases:

- Hoagies (comprehensive lists and links to curriculum materials, research articles, networks, trainings and more,) <http://www.hoagiesgifted.org>
- Davidson Institute Database (resources for gifted education and programs for gifted students) <http://www.davidsongifted.org/db/>
- Texas Association for the Talented and Gifted (quick access to resource lists about gifted characteristics, etc.) <http://txgifted.org/what-giftedness/>

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- Belin-Blank Institute Reports: A Nation Deceived [http://www.accelerationinstitute.org/nation\\_deceived/](http://www.accelerationinstitute.org/nation_deceived/) and A Nation Empowered [http://www.accelerationinstitute.org/nation\\_empowered/](http://www.accelerationinstitute.org/nation_empowered/) (A Nation Deceived informed us of research-based practices for challenging academically talented youth. A Nation Empowered tells the story of how well we have applied what we have learned.)
  - Twice Exceptional Newsletter (information about students who are gifted and have other learning challenges) <http://www.2enewsletter.com/>
  - Duke-Tip (resources for gifted students, classes, etc.) <http://tip.duke.edu/>
  - Gifted Homeschoolers Forum (resources for gifted students and families), <http://giftedhomeschoolers.org/>

## **Technology**

### **Free Professional Development Courses from Intel**

Finding effective professional development opportunities focused on the use of technology in the classroom can often be a challenge due to high costs and scheduling issues. However, Intel has implemented its Teach Elements initiative providing free professional development courses for teachers and administrators to use at their discretion and complete on their own time. Those interested can choose from a myriad of topics including designing blended learning and assessment in 21<sup>st</sup> century classrooms. Curriculum directors and other staff charged with professional development can also customize the materials provided to train school and district staff and administrators. These courses can be found on Intel's Teach Elements Site at <http://www.intel.com/content/www/us/en/education/k12/teach-elements.html?wapkw=teach+elements>.

## **STEM**

### **Curious Firsties: Connecting Addition and Subtraction**

How do you teach addition and subtraction? Do you teach one first and then the other? Do you teach them at the same time? Not sure what the right answer is? Click below to find out.

[http://curiousfirsties.blogspot.co.uk/2014/10/connecting-addition-and-subtraction.html?utm\\_content=buffer03347&utm\\_medium=social&utm\\_source=facebook.com&utm\\_campaign=buffer](http://curiousfirsties.blogspot.co.uk/2014/10/connecting-addition-and-subtraction.html?utm_content=buffer03347&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer)

### **The Progression of Multiplication**

This video was created to show the progression of how multiplication and division are developed conceptually. It is a great visual that teachers, students and parents can view to help them see the "math" behind the standard algorithms students are taught in later grades once they conceptually understand multiplication and division. It shows where partial products and partial quotients come from in the standard algorithm. In addition, it shows the grade level progression of when the standard algorithms are taught to students.

<http://gfletchy.com/2015/12/18/the-progression-of-multiplication/>



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### **Science Support Resources**

The following resources are a collection of district-recommended and state-developed materials to be used to assist teachers and students in science. These resources may be used as animations, interactive tutorials, lesson plan ideas or video discussion links for classroom discussion. A new resource has been added to support biology instruction: <http://www.fldoe.org/academics/standards/subject-areas/math-science/science>. To assist students with achieving the proper level of complexity in their content development, these resources may be used to provide opportunities for moderate and high levels of thinking. Definitions of the cognitive levels may be viewed within the biology test item specifications (<http://www.fldoe.org/core/fileparse.php/5662/urlt/0077547-biologyfl11sp.pdf>).

### **Community Involvement with Mathematics**

The state assessments are quickly approaching. Here are a few ways that your school district can get the community involved with mathematics.:

#### **Form community partnerships**

Schools can solicit parent volunteers to act as parent liaisons dedicated to improving parent–school communication and supporting student learning.

Community partners can provide tutoring, mentoring, enrichment activities and access to computer labs after school.

#### **After school tutoring for mathematics students**

Recruit community and teacher volunteers to tutor before and after school. Send flyers to education departments of local colleges inviting college students to be tutors. Recruit retired educators, parent alumni, grandparents, etc, to offer free tutoring services. Use proficiency materials and workbooks focusing on mathematics.

#### **Family Mathematics Night (Dairy Queen, Publix, etc.)**

A new way to combine mathematics and ice cream! Transform Dairy Queen into a functioning mathematics center including computer stations. Teachers can familiarize students and their parents with strategies necessary to be proficient on the Florida Standards Assessments (FSA)/ End of Course Exams (EOC). Incorporate a variety of mathematics problem types that the students will see on the FSAs/EOCs. Students, parents and community members can receive a school-sponsored buy one, get one free deal. Other local businesses can participate by offering raffle prizes and gift cards.

#### **Family Mathematics Game Night**

Fill the hallways, classrooms, gymnasium and cafeteria with mathematics games that are practical and entertaining. Incorporate activities that can be easily replicated at home. Provide parents with a folder that includes a list and location of the games and a dinner ticket. Provide childcare for younger children if necessary. Community members can assist with the activities and/or accompany students whose parents cannot attend.

#### **Show Me the Math**

Local businesses can open their doors to students to show how mathematics is used in their business. This experience provides students with an opportunity to see how mathematics is used beyond the classroom. Businesses can create and demonstrate a mathematics problem from their everyday business. Students will receive a mathematics game book that lists the participating businesses and be asked to complete a mathematics problem at each business they visit. Businesses can include gas stations, restaurants, medical offices, auto repair shops, beauty salons, barber shops, etc. (You can also invite the businesses to set up booths at your school.)