



Florida Department of Education

December 2012

In the midst of the wonderful holiday season, the anticipation of gifts, and the excitement of the up-coming winter break, many of us begin December with a focused study on the events of December 7, 1941: Pearl Harbor –“The day that will live in infamy.” A wonderful book, with an accompanying Google Lit Trip, that I would encourage you to review is [Journey to Topaz](#), by Yoshiko Uchida.

“Based on Yushiko Uchida’s personal experiences, this is the moving story of one girl's struggle to remain brave during the Japanese internment of World War II. In a bleak and dusty prison camp, eleven-year-old Yuki and her family experience both true friendship and heart-wrenching tragedy. JOURNEY TO TOPAZ explores the consequences of prejudice and the capacities of the human spirit. First published in 1971, this book is now a much loved and widely read classic.”~ from [Google Books](#)



Kelly Seay, Deputy Director of Educator Relations

Teacher Treasures

December Giveaway

Our December [Teacher Treasures](#) Giveaway will be for a \$100.00 gift certificate to [Olina Star](#). Support your school and team through Olina Star’s fundraising opportunities. Beautiful jewelry supporting beautiful teachers!_

FTCE, FELE, and Subject Area Tests

Are you adding a subject area to your certificate, seeking a professional certificate, or working toward an Educational Leadership degree? If so, you will need to take various exams. You can find more information about these exams, register, and download [free test preparation guides](#) at the [FTCE/FELE Contractor Website](#).

Education Conferences

Association of Mathematics Teacher Educators (AMTE) Conference

January 24 - 26, 2013

Orlando, FL

<http://www.amte.net/conferences/conf2013/hotelinfo>

Curriculum Corner

Google Lit Trips

Regardless of your subject, a [Google Lit Trip](#) is a wonderful 3-D, digital exploration that is designed to stimulate higher level thinking skills in your students. These free, downloadable files utilize literature, Google Earth, and a variety of other resources to supplement your units and expose children to “real world” references. There are “virtual trips” available for grades K-12 and Higher Education. Check out this engaging resource for your next unit of study!

STEM Florida

In June 2009, Workforce Florida and Enterprise Florida announced plans to create a statewide council to strengthen the **Science, Technology, Engineering, and Math (STEM)** skills of Florida’s students as a way to address the increasing demand for jobs requiring strong foundations in these areas. Visit [STEM Florida](#)’s website for links, articles, and resources.

Service Learning School and Youth Programs

Does your school have a personal connection with Leukemia, Lymphoma or Myeloma? Would you like to implement a service learning experience for your class/school New Year's resolution? Well, there is still time to conduct a **Pennies for Patients®** program at your school this year! If you’re not familiar with the Leukemia & *Lymphoma Society’s (LLS) School & Youth Programs*, they are service and philanthropy programs that give students a unique experience making a difference through teamwork – working together to aid thousands of children and adults in the fight against blood cancers like leukemia. Typically, students collect spare change over a three week period in honor of a local student who is a blood cancer survivor. Additionally, many schools choose to implement educational activities provided by LLS, including kick-off assemblies and service learning modules. LLS provides all the materials your school needs to run the program and depending on your school’s preference, there are prizes and awards for classrooms and schools that participate. Leukemia is still the most lethal form of cancer in children; join the 12 million schools across the country that are “Making Change, Beat Cancer!”

Learn more about the School & Youth Programs, review the service learning lesson plans, and find your local chapter at www.schoolandyouth.org.

Education News

Your Opinion Counts!

There is a new section of the Florida Department of Education’s website that invites you to share your thoughts and opinions with us. Visit [Your Opinion Counts!](#) to find surveys and questionnaires seeking your input on everything from policy changes to rule development.

Pedagogical Shifts and the Common Core State Standards

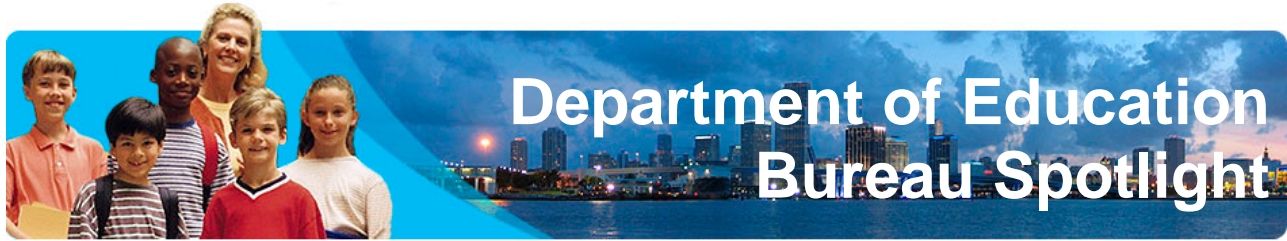
www.engageNY.org

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in ELA/ Literacy and six shifts in Mathematics.

Shifts in ELA/ Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shifts in Mathematics		
Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Check internet4classrooms.com for online CCSS Mathematics activities for grades K-8.



The **Bureau of Federal Educational Programs (BFEP)** provides leadership and support for educationally disadvantaged and low-income students, migratory children, neglected, delinquent, or homeless children and youth.

[Title I, Part A](#)

The Title I, Part A program was designed to provide supplemental instructional services for disadvantaged students. The Florida Department of Education receives Title I, Part A funding from the United States Department of Education and disperses the funds to school districts. School districts must serve the highest poverty schools first and may serve lower poverty schools if there is funding available.

[Title I, Part C](#)

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA) of 1965. The MEP provides formula grants to state educational agencies (SEAs) to establish and improve education programs for migratory children.

[Title I, Part D](#)

The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk is authorized by Title I, Part D of the Elementary and Secondary Education Act of 1965 and was later amended by the No Child Left Behind Act of 2001.

[Supplemental Educational Services](#)

School districts with Title I schools must offer supplemental educational services (SES) to eligible students. The goal of SES is to ensure that students increase their proficiency in meeting the state's academic achievement standards in reading, math and science. Services include tutoring that must take place outside the regular school day.

[Title VI, Part B, Subpart 2](#)

The Rural Education Achievement Program (REAP) is designed to assist rural school local educational agencies (LEAs) in using federal resources more effectively to improve the quality of instruction and student academic achievement. REAP consists of two separate programs: the Small, Rural School Achievement Program (SRSA) and the Rural and Low-Income Schools Program (RLIS).

[Title X, Part C – Education of Homeless Children and Youth](#)

The federal McKinney-Vento Act (Title X, Part C of the Elementary and Secondary Education Act) requires that each state educational agency and local educational agencies (school districts) ensure that homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. To find out the liaison for your school district, click on the link below [School District Homeless Liaisons](#).