

i

the  
informational  
newsletter

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INSTITUTE FOR SCHOOL INNOVATION

# CHILD Leadership Academy

## Builds Skills & Provides Networking Opportunities

Change is hard. Changing the status quo in education is even harder. Being a leader trying to bring change to a school is harder still. That's why the **2007 CHILD Leadership Academy** is an important event for both school-based and district-based leaders. All first year CHILD principals are required to attend, but many experienced CHILD leaders are opting to put this on their summer calendar as well. It's a great opportunity to network with other innovative leaders who are on the cutting edge of change in their respective districts.

Topics include "Understanding the CHILD Model," "Increasing Academic Achievement," "Team Building," and "Sustaining Innovation." The format is interactive, and includes many opportunities for small group sharing. There is also an Expert Panel of experienced CHILD principals ready to take questions and share their insights on school change.

This year's Academy is scheduled for **June 22-23** at the beautiful **Saddlebrook Golf and Tennis Resort** ([www.Saddlebrook.com](http://www.Saddlebrook.com)) near **Tampa, FL**. The agenda ends on Saturday at noon, so many attendees opt to bring their spouse and/or families for an extended stay at the resort.

Please save the date, and watch for registration information coming soon. You are cordially invited.



2006 CHILD Leadership Academy graduates.



2006 Expert Panel takes questions from the group.

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## Wanted: Enthusiastic CHILD Educators to Mentor New Recruits

The CHILD bandwagon is led by enthusiastic teachers who have experienced the power of Project CHILD to re-energize their students and themselves. An elite few have chosen to become consultants who can train and mentor first year CHILD educators as they transition from self-contained classrooms into CHILD cross-grade clusters. It's also a good way to earn some extra income while gaining expertise in the CHILD model and helping others. CHILD consultants receive a daily stipend plus reimbursement of all travel expenses when they become the trainer/coach for a new CHILD installation.

This year's **Consultant Training Workshop** is scheduled for **May 5-6** at the **Sheraton Safari Hotel** in **Orlando, FL**. The workshop is held on a weekend so that



Sharing during a break.

See WANTED Continued on page 2

## EXECUTIVE DIRECTOR'S MESSAGE



It's all about the children. That is the theme for our conference this year, and of course it has always been the theme for Project CHILD. Our goal is to create joyful classrooms where young children can learn basic skills, as well as learn to love learning.

It worries me greatly to hear about bright and capable children enrolled in schools across the country who are discouraged and stressed out by inappropriate instructional practices and unreasonable expectations. I have had recent conversations with various parents and grandparents who have told me about children as young as second grade who are able to do amazing work at home on the computer, yet are getting failing marks in school because they are not completing assignments. I hear stories of children as young as eight years old being given two or more hours of nightly homework on such topics as memorizing details of the three branches of the U.S. government.

And the really sad part is when the folks tell me these stories, they add that their children are in "really good schools." They are proud of what they consider an advanced curriculum. But they are tired of the nightly battle to get their child to complete homework, and the frequent meetings with the teacher to try to get better behavior in the classroom. They wonder what is wrong with their child, instead of wondering what is wrong with the school.

For this reason I am even more impressed with the Project CHILD educators who are caught in the middle of this craziness, yet who continue to offer a developmentally appropriate curriculum with lots of hands-on active learning and computer integration. They are willing to challenge the status quo because they see the payoff in excellent test scores and better behavior. And CHILD parents see the payoff in having children who look forward to going to school instead of dreading it.

In this issue of I-Mail you will read the comments of a variety of CHILD teachers. I look forward to being able to honor many of these very special educators at the conference Gala Awards Luncheon. Please join me now in thanking all the dedicated CHILD educators who always put children first. It's all about the children!

*Sally Butzin*

# UPDATE

## ISI BOARD OF DIRECTORS

As a non-profit organization, ISI is governed by a volunteer Board of Directors. Members are comprised of educators, business leaders, community activists, professionals, and CHILD parents. They all share an interest in helping the organization expand its reach to bring our programs and services to more children in need.

We welcome **Altha F. Manning** as the newest member of the ISI Board. Ms. Manning is the Executive Director of Alumni Affairs at Florida A & M University. Ms. Manning has a long and distinguished career in education and public service. She was Director of the Florida Collaborative for Excellence in Teacher Preparation in 2000-2002. From 1987-1995 she filled many leadership positions in the Florida Department of Education including Deputy Commissioner and Bureau Chief.



Altha F. Manning, ISI's newest Board member.

After leaving the Department of Education, she worked at the Florida Department of Labor and Employment Security as Director of the Division of Safety, and then as Director of the Division of Administrative Services. Early in her career she was a teacher in North Carolina and Florida, and then coordinated a state demonstration project in Gadsden County, Florida to develop and implement an "Experience Based Learning" elementary level curriculum.

Ms. Manning has traveled and presented extensively on education topics. Among her many awards include the NAACP Outstanding Black Achiever Award in 1989 and 1992, and Distinguished Community Leader and Administrator Award presented by The Society, Florida State University in 1994.

The Board also elected **Diana Scott-Simmons** as Treasurer to replace **Kevin Strickland** who had to resign from the Board due to a career change and family move to Orlando. We thank Kevin for his dedicated service, and congratulate Dr. Scott-Simmons on becoming an officer.

Profiles of all the ISI Board members are available on the ISI web site.

### WANTED Continued from page 1

teachers will not miss class time. The workshop is free, but attendees must cover their own travel expenses. To qualify to attend, you must have had at least one full year of successful CHILD experience as a teacher or administrator.

Applications have been mailed to all current CHILD schools. **Deadline to apply is March 30.** Check the ISI website for more information.



Preparing for presentations.

# The deadline is fast approaching to register for the 17th Annual CHILD Conference.



It's All About the



CHILDren



April 20-21, 2007

Radisson WorldGate Resort - Kissimmee, FL



## Agenda

<b>Friday</b>	
8:00 am - 11:30 am	Bus Tour to a National Demonstration Site
11:30 am - 1:00 pm	Lunch on your own
1:00 pm - 4:00 pm	Make & Take Workshops
7:00 pm	Leadership Dinner (by invitation)
<b>Saturday</b>	
7:30 am - 8:15 am	Registration & Continental Breakfast
8:15 am - 9:15 am	Opening Session w/ Keynote Speaker, Annette Breaux
9:30 am - 10:30 am	Breakout Session I
10:30 am - 11:00 am	Market Place Break
11:00 am - 12:00 pm	Breakout Session II
12:15 pm - 1:30 pm	Awards Luncheon
1:45 pm - 2:45 pm	Breakout Session III
2:45 pm - 3:15 pm	Market Place Break
3:15 pm - 4:15 pm	Breakout Session IV
4:30 pm - 5:00 pm	Closing Session & Door Prizes

**CHILD Conference**  
April 20-21, 2007

Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_

**2 Fax Registration Form to:**  
Executive for School Instruction • 850/671-5390  
(Detach purchase order or credit card info must accompany fax)

*Registrations will not be accepted.*  
**Deadline is March 31, 2007**  
Register at the Radisson WorldGate by calling 888-765-7626  
or Executive for School Instruction Special Rate #312430.

**Registration Fees**

Early Bird before Feb. 28, 2007 • Regular Registration March 1-31st	
<b>Accredited CHILD Schools</b>	<b>Other Schools &amp; Guests</b>
<b>Friday:</b> Buspasser only Early Bird \$25 • Regular \$30 Make & Take only Early Bird \$25 • Regular \$30	<b>Friday:</b> Buspasser only Early Bird \$35 • Regular \$40 Make & Take only Early Bird \$35 • Regular \$40
<b>Saturday:</b> All day conference, breakfast, awards luncheon & breaks Early Bird \$75 • Regular \$90	<b>Saturday:</b> All day conference, breakfast, awards luncheon & breaks Early Bird \$85 • Regular \$100
<b>Friday &amp; Saturday:</b> Early Bird \$120 • Regular \$150	<b>Friday &amp; Saturday:</b> Early Bird \$130 • Regular \$160
<b>Add Total Fees:</b> <input type="checkbox"/>	<b>Add Total Fees:</b> <input type="checkbox"/>

*Don't delay! Limited availability for conference attendees (max 350)*

**Payment Information** *Payment must accompany Registration Form!*

District Purchase Order # \_\_\_\_\_  
 School Check # \_\_\_\_\_  
 Personal Check # \_\_\_\_\_  
 VISA \_\_\_\_\_ Mastercard \_\_\_\_\_  
 Exp. Date  \_\_\_\_\_

If you require any special accommodations to participate in the CHILD Conference, please contact us at 850/671-3766 by March 24th.  
Cancellation requests must be received in writing by April 14. A \$10 processing fee will be assessed.

We especially welcome those of you who are not yet CHILD educators to come and learn more. The breakout sessions offer choices for those who are already CHILD teachers and want to pick up new ideas, as well as for newcomers seeking information about the CHILD model. There is a separate leadership breakout track for principals and other administrators. Registration information is posted on the ISI web site. All are welcome. Please come.

# SPEAK OUT

ISI e-mailed a survey to all CHILD teachers asking them to respond to a few questions regarding their attitudes about being involved with Project CHILD. Here we share a few that exemplify a cross section of teachers from beginners to veterans; as well as those who took a different career path to become a teacher.

Overall, the responses were very positive. As with any opinion survey, we discovered one unhappy teacher who challenged us to print her response. So in the interest of full disclosure, let it be known that **Dee McCollum** who is an intermediate writing teacher at **Ocala Springs Elementary School** believes that Project CHILD “does not address the educational requirements that we face today, nor does it prepare children for the success in today’s educational climate.” She further states that “preparation for three grade levels is not in the best interest of students or successful teachers.” She became a CHILD teacher because “there wasn’t any choice” and her advice to a person considering becoming a CHILD teacher is “Don’t do it.”

The other responses, however, are representative of the rest that we received. We greatly value the opinions of our clients, and appreciate all who took time to respond.



I have taught for 9 years and am in my fourth year of Project CHILD. I did the “mom thing” first, and completed my degree at the age of 39.

#### **Why did you become a CHILD teacher?**

I was interviewing for what I thought was a traditional second grade teaching job, but the job turned out to be the Primary Project CHILD writing teacher with second grade as my homeroom! When the principal found out I had been a continuous sub for five months in a CHILD writing class five years before, he hired me on the spot. There were no other teachers in the school who wanted to make the change.

#### **What has been your biggest challenge as a CHILD teacher?**

In the beginning, the challenge was coming up with all the station ideas for three grade levels. I wasn’t experienced in kindergarten or first grade. Now that I have the files saved, it is easier to plug them in each year, making changes when I find something new or better suited to the skill I am teaching. It’s not starting from scratch every year.

#### **What has been the biggest benefit to you as a professional?**

I love being able to concentrate my efforts in staying current professionally in one field. I love the way the students teach me new ways of looking at things. Working with two other teachers as a team, and working with the same group of students and parents for three years is priceless.

#### **What has been the biggest benefit to your students?**

I enjoy my job more, so I feel like I have more energy and creativity to bring to each day. I work with them for three years, so I am better able to guide their development because I know their strengths and weaknesses so well.

#### **What advice would you give to a person considering becoming a CHILD teacher?**

Try to observe a CHILD teacher who really loves what he/she is doing. If you’re ready for a change from textbook-driven instruction, and ready to specialize in one field, CHILD is the place to be!



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Project C YEAR! I all aroun

—Susan Townsend, Primary Writing Specialist,  
Dr. N.H. Jones Elementary School

# OUT OUT OUT



## **When and why did you become a CHILD teacher?**

I became a CHILD teacher this school year after watching Nadine Weaver at Glendale. I was a traditional teacher last year and saw what a huge difference Project CHILD was making...I just HAD to be a part of it! I became a CHILD teacher because I wanted to develop a love for math and to have the chance to teach three grade levels just sounded too good to pass up!

## **What has been your biggest challenge as a CHILD teacher?**

My biggest challenge as a CHILD teacher believe it or not is time! Having 90 minutes sounds like a lot, but once we get rolling and their excitement for learning grows...it's hard to stop!

## **What has been the biggest benefit to you as a professional and to your students?**

I have become more aware what the needs are for my students in the subject area of Math for each grade level. Not only do I know where each of them has been, I know how far I can take them! For my students: Time! I have more one on one time in the Project CHILD setting than I ever did in a traditional/standard classroom, without a doubt.

## **What advice would you give to a person considering becoming a CHILD teacher?**

Be prepared! It's a lot of work in the beginning, however, once you get the hang of it... you got it for life! I enjoy my job every day and I devote a lot of that to Project CHILD!

—Patricia Hunsecker, Primary Math Specialist, Treasure Coast Elementary School

*I am a beginning teacher (Year 3) through the traditional route (a bachelor's degree from a College of Education)*

## **How did you become a CHILD teacher?**

I wanted to devote my teaching to reading. It is my passion! I was a child who was never diagnosed with dyslexia and was in the low reading group FOREVER! I fought hard to overcome this problem, and was able to graduate in the top 10% of my high school class of over 1000 students. I know what it is like to struggle with reading. I know what it is like to get little or no support to become a better reader. I DO NOT want that to happen to any child that comes through my classroom.

## **What has been your biggest challenge as a CHILD teacher?**

It's been my cluster to maintain high and rigorous standards in their classroom for the students. It is difficult to let go of the control factor.

## **What has been the biggest benefit to you as a professional and to your students?**

I am able to completely focus on honing my craft of teaching reading without other subject area distractions. I do not spend more money on books and educational manipulatives just for one subject! For my students: I know that the parents know that I will be supporting their child in their academic achievements in reading throughout their school years. Having that type of commitment allows me no room for errors, as their ability to become a confident reader is mostly in my hands.

## **What advice would you give to a person considering becoming a CHILD teacher?**

Find a CHILD teacher in your subject area that compliments your teaching style and SPONGE on them as much as possible. Also, find a CHILD teacher that is strong in organizational skills to start you on the right path. Organization in this program is key to being able to devote all of your time teaching the students.

## **Final comments?**

Project CHILD came along when I was ready for my next challenge. AND IT IS A CHALLENGE THE FIRST TIME! I am thrilled to be able to teach to my strength and passion. It makes for better teaching and learning for all!

—Teri Dugan, Primary Reading, Citrus Elementary School

*I have been a teacher for 13 years through the traditional College of Education route. I became a CHILD teacher last year.*

# Doing the Data

For the last two years, ISI has focused on analyzing data from the third grade FCAT (Florida Comprehensive Assessment Test) to compare results for students in Project CHILD and those in the standard classrooms within schools where both types of learning environments are offered. Third grade is the critical year in a child's life when they are either promoted or retained according to Florida state law. For children and their parents this can be a very traumatic and stressful time.

The Fall edition of *I-Mail* reported the results of a 2006 study that showed CHILD students having a 99% passing rate across 15 schools. Recently we received a more detailed analysis from a principal in Palm Beach County, FL who shared data that she had sent to district staff who were seeking more information.

While this clearly is an overall high performing school, the data show that more of the CHILD students achieved at the higher levels (4 & 5). We offer it here as further evidence that CHILD students tend to outperform their peers, and meet higher academic standards.

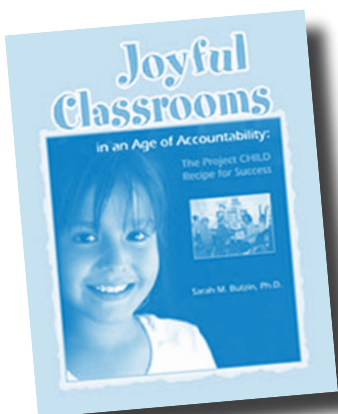
Note that in Florida, Level 2 and higher is required for passing. Level 3 is the benchmark minimum standard.

## 2006 FCAT Math 3rd Grade – Percentages by Levels (Rounded)

FCAT	Level 3-5	Level 1	Level 2	Level 3	Level 4	Level 5
Non-CHILD Students	87%	06%	08%	42%	35%	10%
CHILD Students	95%	02%	03%	24%	43%	28%

## 2006 FCAT Reading 3rd Grade – Percentages by Levels (Rounded)

FCAT	Level 3-5	Level 1	Level 2	Level 3	Level 4	Level 5
Non-CHILD Students	85%	09%	07%	29%	48%	08%
CHILD Students	97%	00%	00%	29%	57%	11%



To order Dr. Butzin's book go to

<http://www.ifs.org>

and click on the Research & Publications page.

Also available on Amazon.com

# ISI Offers an Expanded List of Publications for Innovative Educators

Check out the growing list of ISI informational bulletins and technical support publications. If you are not receiving these items, but would like to, contact **Karen Yawn**, Executive Assistant, at [kyawn@ifsi.org](mailto:kyawn@ifsi.org) to be added to the contact list.

**The Leading Edge.** This newsletter for CHILD practitioners is published every other month during the school year and mailed to all CHILD schools. **Diana Paulson** is the editor who compiles news from the field into an informative piece to highlight the successes in CHILD schools, applaud individual teachers, share great ideas, and provide website references for the Computer Station.

**From the Training Table.** This is a monthly publication of tips and strategies related to the **CHILD 20 Essential Components** that is e-mailed at the



Welcome to another exciting edition of the Training Table! This month's edition focuses on ways to give your students that much needed boost right around test time. Also, read about CHILD going to High School! As always, we have included some great Web sites for you to visit. Just click on the link below for the latest in CHILD news.

Annual Conference and Consultant Training information included!

[Check out the Training Table](#)

beginning of each month to all CHILD teachers and administrators. The purpose is to provide monthly reminders of effective practices to assure high quality implementations leading to student success.

are posted on the ISI web site. Current CHILD sites receive a password with their renewal fee each year to access this information. The focus for the 2006-2007 activities has been science related. The posted activities include background information for the teacher, student directions, Webquests, technology sites, literature connections, activity templates with answer keys.

**Idea of the Month.** This publication is designed and written by the CHILD district coordinators in direct response to the needs they hear about during visits to classrooms. ISI e-mails this to all CHILD educators at the beginning of each month.



## It's a Fact: What Every Teacher Should Know about Project CHILD

Every CHILD teacher knows about the 3 subject specialists, 3 years to work with students and 3 types of learning activities: hands-on, paper/pencil and technology. But did you know these facts about Project CHILD:

- There are 556 teachers using the CHILD instructional model this year.
- There are 67 new CHILD First Steps-Reading teachers this year.
- Project CHILD is in 6 other states besides Florida: Indiana, Illinois, Georgia, Pennsylvania, Kentucky and North Carolina.
- Project CHILD is sponsored by the Institute for School Innovation, a non-profit organization founded in 1995.
- The Institute (ISI) has distributed over \$5 million in state and private funding to promote innovation in education.
- ISI contracts with over 70 teachers and administrators to mentor and coach fellow educators new to school innovation.
- CHILD educators can earn graduate credit through Nova Southeastern University.

Welcome to the First issue of *The Leading Edge*. I hope you will enjoy reading about your colleagues from around the country who are making a difference. And please be sure to share your good news as you can be featured in a future edition!

Dr. Sally Buttin,  
President and  
Executive Director,  
ISI

## CHILD First Steps-Reading Takes Off in Osceola County

CHILD First Steps-Reading began last school year as a pilot program in Osceola County. The cry was heard from traditional teachers for a model that would help them manage small group instruction while incorporating technology into their reading classroom. First Steps-Reading is an introduction to the CHILD instructional delivery system. It is designed to be used in K-5 classrooms during the reading instructional block. The twelve classrooms that piloted First Steps-Reading in Osceola met such success that this year, the county is expanding the program to over 60 classes. For more information on how this model might meet the needs in your district, visit [www.ifsi.org](http://www.ifsi.org) and follow the link to First Steps-Reading.

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Save these dates	
• CHILD Annual Conference, Orlando, April 20-21, 2007	
• CHILD Consultant Training, May 3-6, 2007	
• CHILD Leadership Academy, June 22-23, 2007	

## Unit 5 Activities



It is time for new **Unit Activities**! The focus for Unit Five is on designing a Science project. Science Fairs may be just around the corner. Or perhaps you want to include more hands-on experiences within your science classroom. Just click on the link below for some fun and exciting activities.

<http://www.ifsi.org/index.cfm?pageId=8&ContentId=140>

# CHILD Photo Gallery



**FOLK ARTS-CULTURAL  
TREASURES CHARTER  
SCHOOL (FACTS),  
PHILADELPHIA, PA**

Photos by Winky Jenkins-Rice



Redefining classroom instruction through technology and active learning.



RETURN SERVICE REQUESTED



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