



North Carolina's Connection for Exceptional Children

Volume 8, Issue 1

A Word from our President...



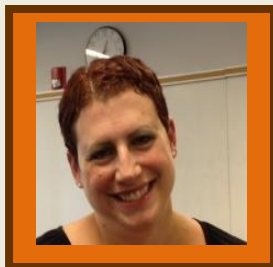
Happy Fall North Carolina CEC Members! I hope everyone's school year is off to a good start. I do know it is a hectic time in education. As educators we are responsible for doing more with less. We are faced with shrinking budgets, ensuring that our students are making adequate progress, mastering the Common Core standards, and new assessment guidelines.

Please know that NC CEC recognizes your commitment to educating our students with disabilities and look forward to supporting you along the way. You are always welcome to send your concerns and ideas for solutions to me that I can forward on to our CEC and other state leaders. This is a critical time to advocate for our students and our profession. Make sure your voice is heard!

Please join us in Pinehurst 1/29-1/31/14 for our annual NC CEC State Convention. This year's theme, "Creating New Horizons", promises to inspire us as well as provide outstanding professional development opportunities. I look forward to networking with you, listening to our presenters and sharing tools of the trade! Call for proposals and registration forms are on our website. We look forward to seeing you there!

In addition, the NC CEC Board of Directors invites you to come by our exhibitor booth at the NC DPI Conference in Greensboro November 20-22 to sign up for a drawing for a free CEC membership, learn more about our annual conference, and find ways to get involved in the state organization. We also invite you to join us in the Pebble Beach Run Room for lunch on Nov. 21 from 11:30 – 1:00 pm.

Continue to keep up with all NC CEC events on Facebook, Twitter, and our website.
Fondly, Gina Little,
President



INSIDE THIS ISSUE.....

A Word from the President	1
NC CEC Officers	1
NC CEC Annual Conference 2014	2
Felix Barker Award Nomination	3
Excellence in Teaching Award Nomination	3
Yes! I Can Award	3
Mini-Grant Application Information	3
NC CEC Student Chapter Spotlight	4
Teacher Tipl	5
State Conference Registration Form	6

NC CEC Board Members 2013

Past President:
Mary Ann Baldwin
baldwin.unc@gmail.com

President:
Gina-Marie Little
nccecconference@gmail.com

President Elect:
Rose Marie Matuszny
nccecconference@gmail.com

Vice President:
Jessica Wery
jessicawery@gmail.com

Treasurer:
Anna Strickland
StrickA@pitt.k12.nc.us

Secretary:
Charlie Wood
clwood@uncc.edu

Membership:
Rhys Myrick Potts
rhysmyrick@hotmail.com

CAN Coordinator:
Lynn Zubov
zubovl@wssu.edu

Newsletter Editor:
Debbie Metcalf
metcald@ecu.edu

Student Coordinator:
Lynn Knight
drlynnknight@gmail.com

NC CEC Student Representative:
Amber Marlowe
almarlowe1@catamount.wcu.edu

2014 Conference Chairs:
Margaret Blackwell
Lynn Zubov

Visit: <http://nccec.coe.ecu.edu>

to see a listing of all the regional representatives with contact information.

Download a NC CEC Conference Registration Form Today! (See page 6)

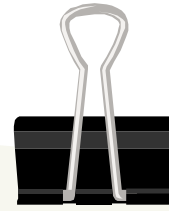


NC CEC Opportunities



DATES to REMEMBER

- ✓ Nov. 30 – Conference Proposals Due
- ✓ December 13 – Mini-Grant, Felix-Barker, Excellence in Teaching, Yes I Can! applications due
- ✓ Student Scholarship deadline (contact Dr. Lynn Knight at drlynnknight@gmail.com)
- ✓ December 14 – Early Bird registration for NC CEC state conference ends
- ✓ December 30 – Discount room reservations at Pinehurst ends
- ✓ April 9-12 – CEC 2014 Convention in Philadelphia, PA



Felix-Barker Award & Excellence in Teaching Awards

These two awards recognize outstanding service by individuals to exceptional children and youth in the state of North Carolina. The Felix-Barker Award highlights those who have demonstrated leadership in the field of special education. The Excellence in teaching Award highlights outstanding teachers. Do you know anyone deserving of one of these awards? If so, please visit NC CEC's website to access nomination forms! Submit by December 13, 2014.



There is still time to submit a proposal if you are interested in presenting at this year's NC-CEC conference, remember to fill out and return your proposal form which is available online and at the end of this newsletter. The deadline has been extended to November 30, 2013.



The 2014 North Carolina Council for Exceptional Children *Yes I Can!* Awards Program

Do you know a deserving child or youth with a disability who has achieved an outstanding accomplishment in one of the following categories?

- ◆ Academics
- ◆ Arts
- ◆ Athletics
- ◆ Community Service
- ◆ Employment
- ◆ Extracurricular Activities
- ◆ Independent Living Skills
- ◆ Self-Advocacy
- ◆ Technology

If the answer is yes, go to NC-CEC's website, download a form, complete and submit by December 13, 2014. Top award winners will be honored in January at the NC-CEC conference in Pinehurst.

NC CEC Mini-Grant Application:

Do you have an innovative idea for better meeting the needs of students with exceptional needs?



NC CEC sponsors \$500 mini-grants just for this purpose. Submit your application by December 13, 2014. They will be awarded at the NC CEC State Conference in Pinehurst!

Download this application form online at NC CEC's website today!

NC CEC Annual Conference



January 30 – 31, 2014
(Pre-Conference January 29)
Pinehurst Resort, Pinehurst, NC

Creating New Horizons



*For conference registration form, call for proposals, and more information, go to:
<http://www.nccec.coe.ecu.edu> (registration form also at the end of the newsletter)*

Pre-Conference Workshops

January 29, 2014

Full Day Pre-Conference Session:

The Paragraph Writing Strategy: Improving Students' Ability to Meet the Writing Demands of School and Beyond

Presenters: Rebecca Shankland & Monica Lambert, Appalachian State University

Half Day Pre-Conference Sessions:

Engaging ALL Learners Through Differentiated Instruction and Supports

Presenter: Julie Bost, Sara Kesler, Alamance –Burlington Schools

Dare to Do Your Best: A Mindful Journey to Success

Presenters George Graham, Shirley Parker; Rosamond Rankin, Dare County Schools



NC-CEC Student Chapter Spotlight



East Carolina University's Student CEC is off to an awesome start! We had an Ice Cream Social for our first meeting this year and it was a huge success. A Flapjack Fundraiser at Applebee's helped us raise money for our projects and conference attendance. We also held "Fall Fun Days" in four of our local schools, which included reading a book about fall/pumpkins, painting a class pumpkin, and doing some sensory activities with the inside of the pumpkin as well as pumpkin pie spice. For Professional Development, we just held our 2nd Annual Adapted Book Night on campus for Professional Development. We will also be holding a web chat with Stevie from the company 3E Love! In addition, we are also partnering with some of the Specialized Parks and Recreation/Special Olympics events this fall! We can't wait to meet everyone at the state conference! Submitted by Katie Engeman, President, SCEC, ECU

From your student coordinator, Dr. Lynn Knight:
Dr. Lynn's UPDATE on WHAT YOU NEED TO KNOW! NC SCEC UPDATE 2013-14

It's time to start preparing for the NC CEC Conference held at Pinehurst, NC again! Things to remember:

1. **Book drive** for distribution to NC schools in January.
2. **Scholarship information** is on our website.
3. **Poster presentation proposals** are also going up and ready for you to apply. Remember that you need to register for the conference.
4. **Registration for the conference** is up this year. 4 students from each university can go free if you volunteer, which is a great way to learn at the conference. I need to know from each university who those students would be. We need to cover lunch at least so for CEC members it will be \$25.00. This amounts to a good night out with friends. You get the whole weekend for it and meet students from all over our state. We are planning a "free" pizza party for all of you on Friday night and the panel discussion with veteran teachers several of you asked for last year. It is well worth the money to jump on board and get professional development as well.
5. **Amber Marlowe** almarlowe1@catamount.wcu.edu is our new Board Student Coordinator. We have a **FACEBOOK** page activated again by her to keep people in the know. Make sure to let her know what is going on so that she can update the information.

CEC's student organization at **Western Carolina University** is on fire this year! We held our first meeting to restart the organization and had 35 students show up from not only SPED/Inclusion but music, secondary, elementary, PE and secondary majors. We are planning our first field trip with Farm to School and going to Shared Blessing Farm. We have movie night coming up on the 10th, watching "The Way" to help us kick start our journey into the teaching path. We are also going to Full Spectrum Farm that helps young people with autism and their families, and participating in other service learning activities. Fundraising is going to be on the forefront because we are planning on being a large student force at the conference! See you there!



Submit your "Teacher Tips" to Chan at evansru@ecu.edu for our next newsletter!

Teacher Tips!

Bridging Common Core Standards in Math with a Kindergarten Counting Lesson

Michelle Murphy, M.Ed., NBCT - University of South Carolina

In a follow-up to the *Teacher Tips* shared in the summer Newsletter, an overview of **Common Core State Standards for Math (CCSSM)**, below are guidelines for ensuring core mathematics instruction is **systematic and explicit**. It is recommended that an instructional design and delivery method for students who may need extra support in math:

- presents an explicit objective
- follows a clear instructional sequence
- includes consistent communication, pacing, feedback, and responses.

Core math instruction and interventions can be systematic and explicit by incorporating:

- teacher demonstration of concepts and step-by-step models, including think-alouds*
- student verbalization, including communicating their own strategy use with peers
- guided practice with scaffolding for independent practice
- corrective feedback
- cumulative review for increased practice opportunities.

***Think-Aloud** is a type of self-instruction in which a student thinks through a concept or works through an operational process orally as she states the reasoning behind each step or procedure being performed.

Practical Example: Kindergarten Counting Lesson

Below is a scripted lesson that illustrates elements of systematic and explicit instruction.

CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **Think alouds** help students remember to include mathematical practices such as **CCSS.Math.Practice.MP1** *Make sense of problems and persevere in solving them.*

Teacher Says: Today we are going to work on counting. Just to be sure we remember how to count to 10, start at 1 and count with me to 10. Let's try it together, ready? (*pause, then point at the class to signal they should follow teacher's lead.*)

1...2, 3, 4, 5, 6, 7, 8, 9, 10...Great job!

We are going to count to 10 many times today, but we are going to learn to start from numbers other than 1. Did you know you could count to 10 starting from 4? (*pause; students may respond with yes/no*)

Listen while I start at 4 and count to 10 (*pause; point at yourself to signal it is the teacher's turn to model.*)

4...5, 6, 7, 8, 9, 10

Think – Aloud: I started counting at 4, and thought about what number comes next. Since I know that 5 comes next after 4 when I am counting, I said 5, then 6 was next, then 7, then 8, then 9, and then 10. When I got to 10, I stopped counting.

Listen again while I start at 4 and count to 10 (*pause; point at yourself to signal it is the teacher's turn to model.*)

4...5, 6, 7, 8, 9, 10

Invite students to Think-Aloud with you: When we start counting at 4, we have to think about what number comes _____. We know that _____ comes after 4 when we count, so we said _____, then _____ was next, then _____, then _____, then _____, and then _____. When we got to 10, we _____. Now this time I want you to try it with me, start at 4 and count to 10, ready? (*pause; point at the class to signal they should follow your lead.*)

4...5, 6, 7, 8, 9, 10...Great!

Ok, now it is your turn. (Student name), start at 4 and count to 10, ready? (*pause; point at one student to signal she should respond in order to test understanding.*)

Continue in this manner and give multiple examples of starting from 2, 3, 5, 6, 7, 8, or 9 to count to 10.

- Have students practice this independently by asking them to "Start at _____, and count to 10."
- Encourage them to think-aloud with a partner to describe how they knew what number to say next.
- Provide corrective feedback immediately, and provide an opportunity for them to try again.
- Review counting forward in future lessons.
- Incorporate a number line, counters, or other manipulatives after initial instruction of counting forward and bridge into representing addition within 5 in future lessons.

National Center for Education Evaluation and Regional Assistance. (2009). *Assisting students struggling with mathematics: Response to intervention (RTI) for elementary and middle schools* (Practice Guide Report No. NCEE 2009-4060). Washington, DC: Institute of Education Sciences. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf



**North Carolina Council for Exceptional Children
27th Annual State Conference January 30-31, 2014
Pre-Conference January 29, 2014
Pinehurst Resort-Pinehurst, NC**

Name _____	CEC ID # _____
Address _____	City, State _____ ZIP _____
Phone _____	Email _____
Title _____	Employer _____

PRE-CONFERENCE WORKSHOPS* January 29, 2014

A full description of these sessions is posted on our website.

Morning Sessions: 9 am -12 pm Please check the morning and/or afternoon session you will be attending.

\$50.00 CEC Member AM or PM Session	Rebecca Shankland Monica Lambert, Appalachian State University	A. The Paragraph Writing Strategy: Improving Students' Ability to Meet the Writing Demands of School and Beyond
\$60 Non CEC AM or PM Session	Julie Bost, Sara Kesler Alamance Burlington School System	B. Engaging ALL Learners Through Differentiated Instruction and Supports

Afternoon Sessions 1pm-4pm * A box lunch will be provided to participants who attend both AM and PM session.

\$15.00 Materials fee for session A	Rebecca Shankland Monica Lambert Appalachian State University	A. continued--The Paragraph Writing Strategy: Improving Students' Ability to Meet the Writing Demands of School and Beyond
\$80.00 CEC Member Full day		
\$100.00 Non CEC Full day	George Graham, Shirley Parker; Rosamond Rankin, Dare County Schools	C. Dare to Do Your Best: A Mindful Journey to Success

Session A runs a full day. B & C can be combined to make a full day.

GENERAL CONFERENCE*

8 AM – 5 PM Thursday January 30, 2014 and 8 AM – 1 PM Friday January 31, 2014
Save \$20 with Early Registration Due by December 14, 2013—Final Registration Date is January 8, 2014

General Conference Thursday/Friday	After 12/14/2013	CEUs Provided
\$110.00 CEC Member	\$120.00	
\$135.00 Non-CEC Member	\$145.00	
\$ 25.00 Student CEC Member Under Graduate		
\$40.00 Under Graduate Non-Member		
\$ 30.00 Student CEC Member Graduate Student		
\$45.00 Graduate Student Non-Member		
\$ 75.00 Presenter		
		*Price includes a Continental breakfast each day, as well as the awards luncheon and reception on Thursday.

Please note any special dietary needs

Total Pre & General Conference Fees \$ _____ **PLEASE MAKE CHECKS PAYABLE TO NC-CEC**
Sorry, we cannot accept purchase orders or credit cards

Send your registrations to: Margaret Blackwell
1321 Rockwood Ave
Burlington, NC 27215

Questions? Please contact us at: 336-227-6441
Or email us at: blackwell336@bellsouth.net
zubov@wssu.edu

Location Information:	Pinehurst Resort 80 Carolina Vista Drive Pinehurst, NC 28374	Room Reservation Form on Back 800-284-4653 GROUP RATE EXPIRES 12/30/2013
-----------------------	--	--

North Carolina Council for Exceptional Children Room Reservation Form

2014 Annual Conference Booking ID: 43054

DATE: Tuesday, 1/28/14 – Friday, 1/31/2014

We look forward to welcoming you to Pinehurst! Please take a moment to fill out this reservation form to ensure your accommodations for your upcoming visit. Pinehurst requires that your reservation request form be completed and returned on or before **Monday, December 30, 2013**. Reservation forms received after this date will be processed on a "space- available basis". Pinehurst consists of a variety of accommodations including the Carolina, Villas, Holly Inn, The Manor and Condominiums. **THE RESORT WILL MAKE EVERY EFFORT TO HONOR SPECIFIC ROOM REQUESTS.** If your request is not available, the best substitution will be made.

DAILY RATES: European Plan LOCATION: Resort wide
(Please Check Desired Occupancy)

SINGLE Occupancy: _____ \$129 per room per night
(One person per room)

DOUBLE Occupancy: _____ \$75 per person, per night
(Two people per room)

Rates are per person, per night and include lodging only.

Arrival Date _____ Departure Date _____

Check-In Time: 4:00 PM - Check-Out Time: 12:00 NOON

RESORT SERVICE FEE & STATE SALES TAX: For your convenience a 10% resort service fee will be added to your account. State sales tax of 6.75% and occupancy tax of 3% are additional. The Resort Service Fee covers the following amenities and services: in-room high speed internet, unlimited use of the fitness center, bicycles, practice putting greens, pitching areas, driving range, in-coming faxes, afternoon tea in the Carolina, self & valet parking, on-call transportation, outdoor pools and beach club (based on seasonal availability). Package meal gratuities for staff in the dining venues as well as the bell and door staff are also included. For non-package meals and beverages in our resort dining outlets, a separate 18% service charge is added to your account. Housekeeping and transportation staffs do not participate in the resort service fee. Gratuities in addition to the above and for any other resort staff are at your discretion.

DEPOSIT AND CANCELLATION POLICY: A deposit representing one night's rate per person is charged at the time the reservation is made. Pinehurst must receive notice of any cancellation at least 30 days prior to date of arrival in order to refund a deposit. The cancellation deadline is [Monday, December 30, 2013](#).

Please complete and fax or mail with deposit to:

FAX: 910-235-8240
PHONE: 1-855-253-2561

GROUP RESERVATIONS
PINEHURST RESORT
PO BOX 4000
VILLAGE OF PINEHURST, NC 28374-4000

ROOMS TO BE OCCUPIED BY: (Type or Print all names) **(ALL GUESTS WILL BE CHARGED A ONE-NIGHT ROOM DEPOSIT)**

Name
Address City State Zip

Home Phone (_____) _____ Business Phone (_____) _____ E-Mail _____

Name
Address City State Zip

Home Phone (_____) _____ Business Phone (_____) _____ E-Mail _____

CREDIT CARD INFORMATION FOR ROOM DEPOSIT (S):

Credit Card Name & Number _____ EXP _____ / _____

Card Holder Name _____

Card Holder Authorized Signature: _____

January 29, 2013 Full Day Pre-Conference Session

A. The *Paragraph Writing Strategy*: Improving Students' Ability to Meet the Writing Demands of School and Beyond

Presenters: Rebecca Shankland & Monica Lambert, Appalachian State University

Many students with disabilities struggle to develop effective writing skills, and we know that writing is a critical skill for the successful transition of students with disabilities to post-secondary education and jobs. The National Commission on Writing in America's Schools and Colleges explains it this way: "Writing today is not a frill for the few, but an essential skill for the many" (p. 9). As such, students' ability to write competently is directly related to their ability to earn credit in courses required for graduation and meet the requirement of post-secondary education and jobs. Developing effective writing skills is especially important at a time when students in North Carolina are faced with increased graduation requirements and challenging course content related to the NC Standard Course of Study and the Common Core State Standards.

Because many students with disabilities struggle in the area of writing, they are also hampered in their ability to use writing to learn. When writing is used to support learning of content information, writing serves as a way for students to connect the dots in their knowledge. Again from the National Commission on Writing: "It is a way to help [students] understand what they know. At its best, writing is learning (p. 13). In short, if students are to learn, they must write" (p. 9).

The *Paragraph Writing Strategy* directly addresses students' difficulty in developing effective writing skills by teaching students the basic principles associated with the construction of a paragraph. In carefully sequenced lessons, students learn to organize ideas related to a topic, plan the point of view and verb tense to be used in the paragraph, determine the sequence in which ideas will be expressed, and write a variety of topic, detail, and clincher sentences.

Instruction is sequenced and scaffolded so that students who have difficulty learning have ample opportunities for instruction, teacher modeling, controlled practice, feedback, and independent practice as they progress through the strategy. Because the strategy was developed to be used as an intervention, it does not address *all* components of writing; the components addressed are those that are essential for student success in general education and on the job. In our experience, after instruction in the *Paragraph Writing Strategy*, students are better able to complete classroom assignments that require them to compose paragraphs and perform better on writing assessments such as the ACT and SAT. They are more fluent in their writing, show improved ability to generate ideas and content, use stronger vocabulary, and their writing contains fewer errors.

Research results showed that students earned an average of 40 percent of the points available when writing a paragraph on the pretest and an average of 71 percent of the points available when writing a paragraph on the posttest.

January 29, 2013 Half Day Pre-Conference Sessions

B. Engaging ALL Learners Through Differentiated Instruction and Supports

Presenter: Julie Bost, Sara Kesler, Alamance –Burlington Schools

The Common Core State Standards (CCSS) are designed to shift our educational priorities away from rote memorization by emphasizing creativity, cross-disciplinary learning, and analytical thinking. With a classroom of varying abilities and behaviors this can be quite challenging! Incorporating Universal Design for Learning (UDL) principles and Differentiated Instruction is a must in order to provide all students access to the curriculum while fully engaging them in the learning process.

This session provides participants with an overview of UDL and Differentiated Instruction. Participants will also learn about and practice using various tools and strategies for engaging **ALL** learners. These include RAFTs, Learning Menus, Think-Tac-Toe, modified notes, Anchor Activities and Active Student Response Cards. These tools can be adapted and modified to meet the needs of all learners across grade levels and content areas. A portion of this session is a “*make-and-take*” providing participants with activities to take back to their classroom for immediate use.

C. Dare to Do Your Best: A Mindful Journey to Success

Presenters George Graham, Shirley Parker; Rosamond Rankin, Dare County Schools

We are living in difficult and stressful times. Educators experience this by the challenges that confront them daily. In transforming 21st century teaching and learning, educators must first take care of themselves. This session will offer mind and body practices designed to reduce stress, as well as increase focused attention and self-regulation for educators and students.

The presenters will deliver content to increase participants' knowledge of brain physiology associated with stress and the impact on learning, and to develop skills in the use of brain-focused practices for learning and less stressful living. The participants will be equipped to apply these practices with themselves and their students to reduce stress and increase learning and happiness. The presenters will use materials and activities based on leading edge research from developmental cognitive neuroscience, mindfulness training, and positive psychology.

The participants will meet some of the key players of the brain's thinking and learning centers in a way that is understandable to an eight-year old. They will also learn how to help these parts of the brain work together to create healthier, happier, and brighter students. With the competencies of social emotional learning (SEL) as a framework, participants will engage in experiential activities designed to increase their student's abilities to focus attention, manage distractions, reduce stress and optimize the brain's learning capacity.