

Special Education Students & eTextbooks: Lessons Learned from the Title IID Grant Schools

Presented by:

Elbert County High School

Swainsboro High School

Thomasville High School

Carol Moore-McLeod, GaDOE



Primary Goals of Georgia's Title II, Part D eTextbook Grant

Awarded to Five (5) Title IID Eligible High Schools to:



Develop a *self-funding model* that utilizes current, engaging, and cost efficient alternatives to hard copy textbooks and provides a model that may be leveraged across all school districts in Georgia.



Increase student technology literacy by providing students educational opportunities to use digital tools.



Provide teacher professional development in the use of engaging digital content to differentiate instruction and improve student engagement.



eTextbooks

(\$1,335,184 per school)

-Netbooks with electronic textbook and other engaging digital content for all students and teachers

-Other interactive classroom technologies

Upgrades to infrastructure and internet

Minimum of 25% for Professional Development



eTextbook Grant Participants

Carver High School
(Muscogee County)

- Superintendent: Susan Andrews
- Principal: Chris Lindsey

Elbert County High
School

- Superintendent: Abe Plummer Jr.
- Principal: Rick Higginbotham

Swainsboro High
School (Emanuel
County)

- Superintendent: Erma Jenkins
- Principal: Sonji Leach

Thomasville High
School (Thomasville
City)

- Superintendent: Sabrina Boykins-Everett
- Principal: Todd Mobley

Washington County
High School

- Superintendent: Donna Hinton
- Principal: Allen Grey



Sharing Experiences

- Elbert County High School (Elbert County Schools)
- Thomasville High School (Thomasville City Schools)
- Swainsboro High School (Emanuel County Schools)



Contact Information

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ELBERT COUNTY COMPREHENSIVE HIGH SCHOOL





SCHOOL INFORMATION

PUBLIC, RURAL SCHOOL

888 STUDENTS

70 TEACHERS

**39% BLACK, 6% HISPANIC,
53% WHITE, 2% OTHER**

10% SPECIAL ED

67% FREE OR REDUCED LUNCH



**SUPERINTENDENT
ABE PLUMMER**



**PRINCIPAL
RICK HIGGINBOTHAM**



**DANIELE FRANKLIN
AND SANDEE DRAKE
CP BIOLOGY**



TYPICAL (IF THERE IS SUCH) DAY IN CP BIOLOGY



STUDENTS GET CLICKERS AS THEY ENTER THE CLASSROOM



STUDENTS COMPLETE A QUICK FORMATIVE ASSESSMENT WITH CLICKERS WHILE SOFTWARE IS OPENING.



STUDENTS USING TECHNOLOGY TO COMPLETE ACTIVITIES



INTERACTIVE WHITEBOARD AND SOFTWARE



Genetics Unit	
SB2. Students will analyze how biological traits are passed on to successive generations.	
a. Distinguish between DNA and RNA.	
b. Explain the role of DNA in storing and transmitting cellular information.	
c. Using Mendel's Laws, explain the role of meiosis in reproductive variability.	
d. Describe the relationships between changes in DNA and potential appearance of new traits including	
Alterations during replication	Insertion
Substitutions	Chemical
Mutagenic factors that can alter DNA	Deletions
High energy radiation (x-rays and ultraviolet)	
e. Compare the advantages of sexual reproduction and asexual reproduction in different situations.	
f. Examine the use of DNA technology in forensics, medicine, and agriculture.	

Electronic Notebooks are gradually replacing traditional notebooks and textbooks. In one place, students can take notes, view images, manipulate activities, and hyperlink to files and websites.

Genetics Notebook.notebook

I. DNA, RNA, and Proteins

A. DNA = deoxyribonucleic acid

- double (stranded) helix
- In the nucleus
- Made up of nucleotides
 - Deoxyribose sugar
 - Phosphate group
 - Nitrogenous base
 - A = adenine
 - T = thymine
 - C = cytosine
 - G = guanine

Joined by 2 hydrogen bond

Joined by 3 H bonds

- Gene - segment of DNA that codes for a particular traits Ex. height
- Alleles - variations of a gene Ex. Short, tall

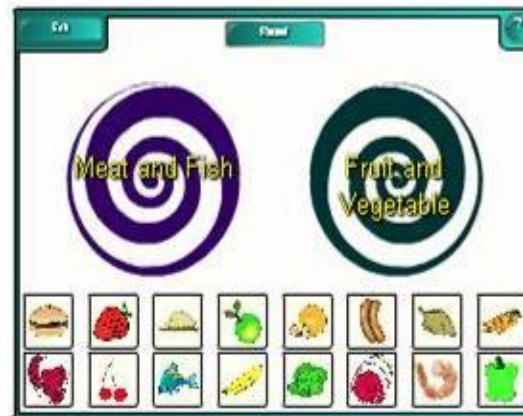
B. RNA = ribonucleic acid

- single stranded
- Mostly in cytoplasm (mRNA made in nucleus)
- uracil in place of thymine

C. Central Dogma = Transcription → Translation → Protein Synthesis

D. Protein Synthesis

- transcription - mRNA is made from gene of DNA



Escherichia coli (E. coli)
Cell division shown at
440 x normal speed



Selected Student

29: Itzel Telles

Options >> OK

- Instructor Summary
- Study Guide
- Study Guide - Incorrect Answers
- Study Guide - Class Summary
- Question Report
- Response Report
- Item Analysis
- Item Analysis w/ Standards
- Question Grid Export
- Session Data Export
- Classroom Manager Export
- AEISIT Export
- Standards Analysis
- Standards Analysis w/ Student Cross Index
- Opinion Survey
- Star Chart
- Ontrack Export
- Response Data Export
- Data Slicing
- Raw Response Data Export
- Question Response Data Export
- Post Report

CLICKERS

Attendance - 1st Week of Biology Spring 11

1	2	3	4	5	6	7	8
Brian Ahn	Caroline Arnold	Jonathan Bridges	Dexter Barnette	Nick Childs	Kyle Diener	Jacob Flynn	Kevin Gardner
9	10	11	12	13	14	15	16
Michael Goren	Shaylin Hacer	Ali Hadden	Katherine Huff	Colin Norman	Tamara Olszew	Erica Peral	Tamara Peral
17	18	19	20	21	22	23	24
Domenico Pitar	John Michael Seawright	William Servis	Tia Smith	Jacob Smith	Chase Smith	Susan Young	Wynne Jones
25							
Kenna Brown							

Display Student Names

Start Cancel

QPS - Question Author - Question 111

The FIRST thing you should do if something gets broken is.....

- A clean it up.
- B tell the teacher.
- C blame someone.
- D get a new one.

Charting

Questions Delivered This Session

- 1. (No Question Stem Entered)
- 2. (No Question Stem Entered)

Other Sessions and Questions

Roster Demographics

Male: 0 Female: 0

Categories

This chart displays a graph for the following questions: (No Question Stem Entered), (No Question Stem Entered).

LEARNING MANAGEMENT SYSTEM

Biology

is **LIFE**

<http://elearn.elbert.k12.ga.us/>

Welcome to **College Prep Biology!** We look forward to exploring the living world with you ... from the microscopic to the gigantic! We'll learn about what is extinct and what we need to make sure it doesn't happen to us. Come along with us for a class we hope you never forget 😊

Below you will find the current unit we are studying in CP Biology. Links and resources listed at the bottom of the unit will help you along the way. If you lose worksheets or handouts, never fear! You can download a copy from below.

Also, the following forums give you an opportunity to discuss topics that are relevant to biology and to find information you may need to be successful in this class. Please visit a forum weekly and provide some discussion.

ACTIVITIES

QUIZZES

UPLOAD FILES

FORUM

CHAT

JOURNAL

 [ECCHS Biology Website](#)

-  [Up for Debate](#)
-  [Questions in Biology](#)
-  [Surviving Biology 101](#)
-  [Vocabulary Practice](#)
-  [Textbook Website](#)
-  [BrainPOP videos](#)

RESOURCES

WEBSITES

FILES

TEXT PAGES

WEB PAGES

LABELS

AND MORE....

SECURE

ITEM ANALYSIS

CALENDAR

ASSISTIVE TECHNOLOGY



TEXT-TO-SPEECH

Html, Rtf and other files can be read aloud using text-to-speech programs. Students can open websites directly in the program. Notes can also be taken alongside the text for further study.

WRITING ASSISTANCE

Software that helps students brainstorm and put together ideas. Includes vocabulary related to a variety of subjects. Students can also copy and paste text into the program to be manipulated.

CLASSROOM MONITORING SYSTEM





**JOSE
ESPINOSA**

**CP BIOLOGY
STUDENT**

EXPERIENCE



STUDENT

FUTURE PLANS

**MODIFY SMART NOTEBOOKS FOR
SPED STUDENTS**

**DESIGN WRITING ACTIVITIES
USING ASSISTIVE TECHNOLOGY**

**INCORPORATE ADDITIONAL
QUIZZES AND TESTS INTO ELEARN**

**SHARE OUR IDEAS, RESOURCES,
TECHNIQUES, ETC...WITH OUR
PEER FACULTY THROUGH
PROFESSIONAL LEARNING
COMMUNITIES**

Swainsboro High School

Swainsboro, GA



Closing the communication gap
and Opening the door to
increased learning

How do SHS teachers feel about netbooks?

“Before, some of the quiet students would not participate in class. Now that they have direct and accessible email through the school, the quiet, withdrawn students can ask their questions. The boisterous students also are able to voice their concerns through email instead of bursting out in class. The teacher just needs to be sure to answer the students in a timely manner.”



What do I think of netbooks?

Miss TuaShannon Sherrod, 10th grade

- “ I can email my teacher a question if I don’t understand the lesson.”
- “I can use my earbuds to listen to the story. This feature really helps out when my classmates are too noisy.”
- “My writing has improved because my English teachers help me proofread my essays. Now, I know how to use Microsoft to format my papers.”
- “Before netbooks I didn’t know how to use fonts or doublespace a paper.”

How do SHS teachers feel about netbooks?

“I feel that my true special needs students benefit from the use of technology. They are excited to learn new software.”





How do I use my netbook?

Miss Racheal George, 11th grade

- “I use my netbook to research”
- “If I am going to miss school, I let my teachers know by emailing them”
- “If I feel I might be missing work, I ask my teachers through email”
- “When I work in groups and we don’t get our work finished, we email each other so we can keep the discussion going and get our assignment turned in.”

What do SHS students think?

- “I think that it helps like if you don't have time, to get work turned in, you just email it. If you have work like projects, you have more internet access to get your work done.”

-- Derionna, 10th grade

How do SHS teachers feel about netbooks?

“Special needs students use ebooks almost as well as the regular students in my classes. Also their behavior improves if allowed to use them!”



Search Mail

Search the Web

[Compose Mail](#)

Inbox (6)

[Starred](#) ★

[Sent Mail](#)

[Drafts \(14\)](#)

[2nd block sample \(14\)](#)

[B. Young's work](#)

[Books](#)

[current events](#)

[Follow up](#)

[lessons](#)

[Misc](#)

[Priority](#)

[quotes](#)

ESPN.com - [Driver in Charlie Davies crash gets 2 years prison](#) - 3 hours ago

[« Back to Inbox](#)

Archive

Report spam

Delete

Move to ▼

Labels ▼

Honor Roll Inbox | X

★ [show details](#) 3:01 PM (2 minutes ago) [Reply](#)

You had an 89 average the first semester. You must have above a 90 to make honor roll.

Mrs. Stephens

--
Susan Stephens
Student Support Specialist
Swainsboro High School
689 South Main St.

[New window](#)

[Print all](#)

ne

Start



Emanuel County Scho...

Internet

What do SHS students think?

- “I wish the teachers would let us use them more. I think some teachers don’t trust us, maybe they don’t feel comfortable using the netbooks.”

-- DaMarcus, 10th grade



Teacher Concerns

- Negative influence of the internet
- Limit the type of internet access to only educational resources
- Not enough training on how to use email or how to electronically grade
- Broken screens



Search Mail Search the Web Show search options Create a filter

- Compose Mail
- Inbox (39)
- Starred ★
- Sent Mail
- Drafts (31)
- Department Minutes
- First Block
- Fourth Block
- GRADED
- HH
- Lesson Plans
- Priority (1)
- Second Block
- SPED (1)
- 4 more ▾
- Contacts
- Tasks

Archive Report spam Delete Move to Labels More actions Refresh 1 - 50 of 170 Older Oldest

Select: All, None, Read, Unread, Starred, Unstarred

<input type="checkbox"/>	☆ me, Karen (2)	» HH Trvr Ntt	7:42 pm
<input type="checkbox"/>	☆ Donald Jenkins	> OSS	Mar 18
<input type="checkbox"/>	☆ Mac Barron	> Channel One	Mar 18
<input type="checkbox"/>	☆ me, Gayle (3)	» need sub for Monday	Mar 18
<input type="checkbox"/>	☆ Angie Johnson	> Tuesday's Meeting	Mar 18
<input type="checkbox"/>	☆ Sonji Leach	> Fwd: FW: "FREE" The Augusta Chronicle in Education e-edition	Mar 16
<input type="checkbox"/>	☆ Joyce Agress	> mid-term exams	Mar 16
<input type="checkbox"/>	☆ Bruce Friend, SAS	» SAS Curriculum Pathways Newsletter - March	Mar 16
<input type="checkbox"/>	☆ Karen Wukovits	» Belfer Conference Link	Mar 16
<input type="checkbox"/>	☆ Gayle McKenzie	> ISS/OSS	Mar 16
<input type="checkbox"/>	☆ Lena Nwakudu	> ISS	Mar 16
<input type="checkbox"/>	☆ Google Calendar	» You have no events scheduled today.	Mar 16

Department Minutes

First Block

Fourth Block

GRADED

HH



Lesson Plans

Priority (1)

Second Block





<input type="checkbox"/>	 David Jones	» (no subject)
<input type="checkbox"/>		» Fourth Block (no subje
<input type="checkbox"/>		» Fourth Block (no subje
<input type="checkbox"/>	 Rayvan Marsh	» Fourth Block (no subje
<input type="checkbox"/>	 Ricky Sherrod	» Fourth Block (no subje
<input type="checkbox"/>	 Rashon Riddles	» (no subject)
<input type="checkbox"/>	 Ieshia Guyton	» Fourth Block terms
<input type="checkbox"/>	 Austin Meadows	» Fourth Block nonfiction
<input type="checkbox"/>	 Maci Lamb	» Fourth Block (no subje
<input type="checkbox"/>	 Poole Chris	» Schedule

BEDGOOD

Empty folder

BLACK

BRIGHT

3/2/2011 9:45 P

COCHRAN

2/27/2011 9:09

COLEMAN

2/21/2011 8:45

DANIELS

3/2/2011 9:28 P

DEAS

2/5/2011 3:57 P

DIXON

3/20/2011 10:3

FLOURNOY

2/5/2011 3:54 P

GAY

2/27/2011 8:50

GEORGE

2/5/2011 3:56 P

HOLLAND

3/20/2011 10:3

JACKSON

2/21/2011 8:00



The background of the slide is a close-up, slightly blurred image of a tiger's fur, showing the characteristic orange and black stripes. The text is overlaid on this background.

Swainsboro High School

Swainsboro, GA

Thank you for inviting us!



eTextbooks

Thomasville High School



DONITA HINCKLEY

THOMASVILLE CITY SCHOOLS



Grant Information

- Title IID ARRA Grant awarded to five high schools in the state of Georgia
- Grant application submitted in May, 2010
- Approval notification in June, 2010
- Amount = \$1,335,184 over three years



Goals of Grant

- Use engaging digital content
 - Differentiate instruction
 - Improve student engagement
- Increase student technology literacy



About Thomasville City Schools

- Located in Thomasville, GA (about 35 miles north of Tallahassee, FL)
- Approximately 2,900 students
- Almost 70% of students eligible for free/reduced meals
- Five schools (3 elementary, 1 middle, 1 high)





Thomasville High School and Scholars Academy

- Total enrollment = 741
- Scholars Academy program enrollment = 210
- “School within a school”
- Two shared campuses





Thomasville High School and Scholars Academy

- Special Education enrollment = 60
 - Autism = 4
 - EBD = 13
 - Hearing Impaired = 1
 - Mild Intellectual Disability = 9
 - Moderate Intellectual Disability = 8



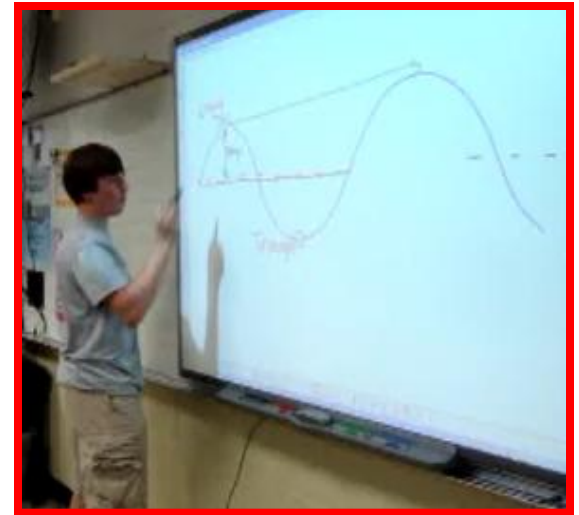
Thomasville High School and Scholars Academy

- Other Health Impairment = 6
- Severe Intellectual Disability = 1
- Specific Learning Disability = 18
- Pathways (EBD) = 6



Implementation Plan

- Equipment in every classroom (including special education)
 - SmartBoards
 - Mounted projectors
 - Document cameras
- Infrastructure
- Wireless
- Upgraded network backbone





Implementation Plan

- Digital content
 - Textbooks
 - Gizmos
 - Online resources
- Orientation sessions
 - Variety of times, dates
 - Videotaped





Implementation Plan

- Distribution of netbooks
- Policies & Procedures
 - Internet Use Agreement
 - Battery charging, netbook care, etc.

NETBOOK PROCEDURES

Netbooks are intended for use at school each day. Students are responsible for bringing their netbooks to all classes, unless advised not to do so by their teacher.

Netbooks left at home. "Netbooks left at home" is not an acceptable excuse for not submitting work. Repeat violations of this policy may result in disciplinary action.

Netbook Unforeseen Repair. If your netbook needs repair, return it to the Media Center. It will be checked in and a new netbook checked out.

Charging Your Netbook's Battery. Netbooks should be brought to school each day in a fully charged condition. Students need to charge their netbooks each evening. If you forget to charge your netbook's battery, you can use your battery at the battery charging station in the library.



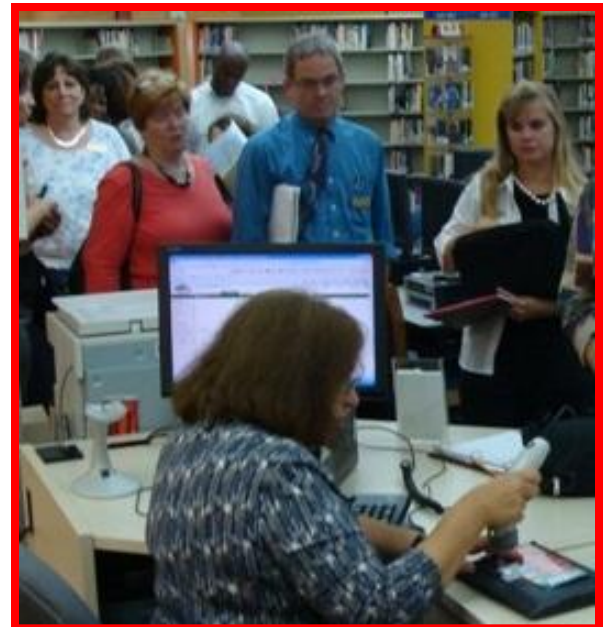
Implementation Plan

- Same requirements for special education students and parents
- One exception: Self-contained class for students with autism, mild, moderate & severe intellectual disabilities, and EDB
 - Teacher checked out netbooks
 - Netbooks remain in class; students do not take them home



Teachers

- Mandatory orientation and distribution
- Classroom equipment
- Digital textbooks and online content
- Special education and Pathways teachers included





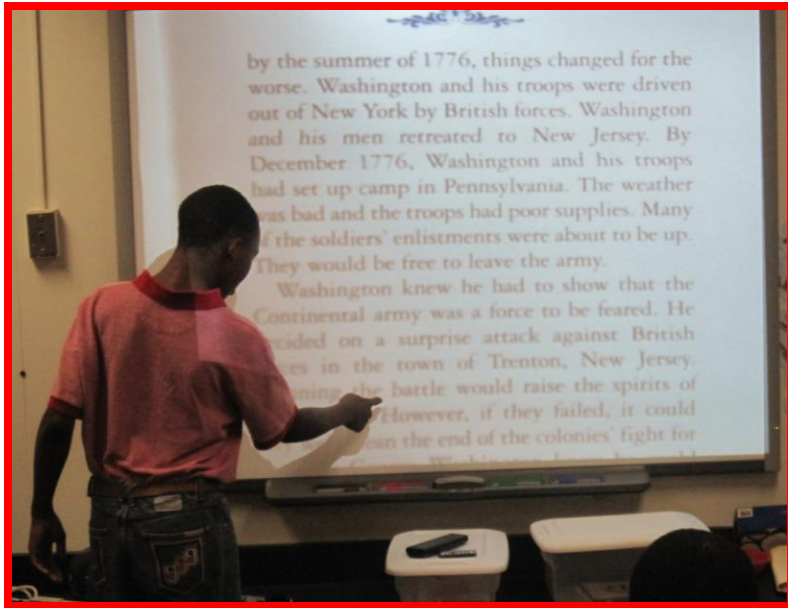
Professional Learning

- SmartBoards & other classroom equipment
- Software
- Coaching
- Summer training



Special Education Success Stories

Crossing the Delaware is a Revolutionary War book that correlates to the US History curriculum that a teacher projected onto the SmartBoard using the Elmo document camera. The students read the book from the SmartBoard. The Revolutionary War came alive on the SmartBoard!





Special Education Success Stories





Special Education Success Stories

A student using the computer program “Kidspiration 2” to make a character web about Huckleberry Finn.





Special Education Success Stories

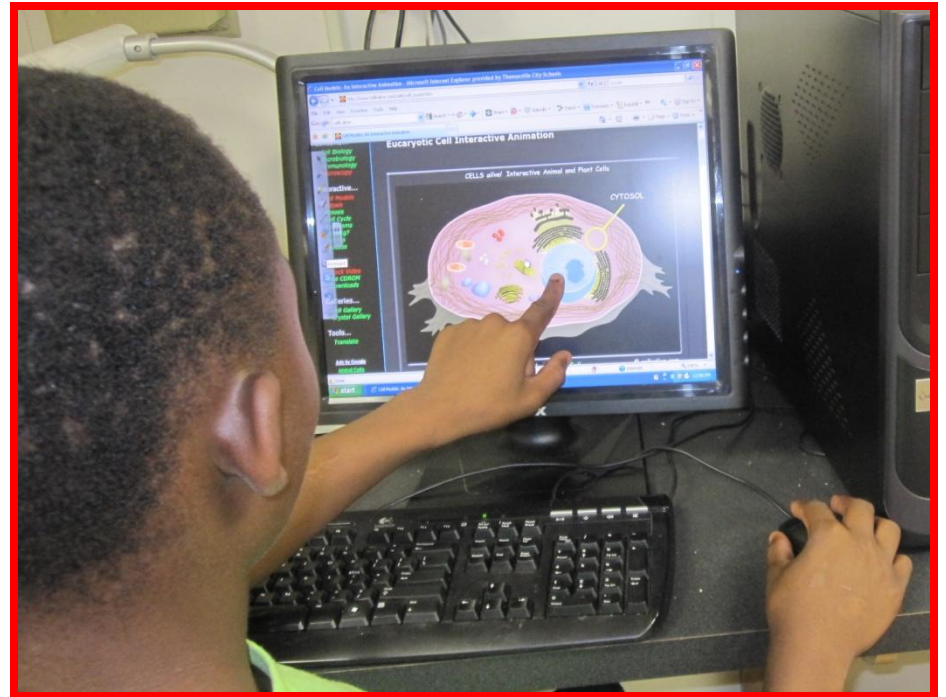


Students watching Huckleberry Finn movie
(American Literature) after reading the adapted
book.



Special Education Success Stories

This is a student using the interactive program “Cells Alive” found on the Internet to learn about the difference between animal and plant cells and to learn about cell organelles.





Special Education Success Stories



Teachers and students have used GeoGebra, which is free interactive software available at <http://www.geogebra.org/cms/>



Special Education Success Stories

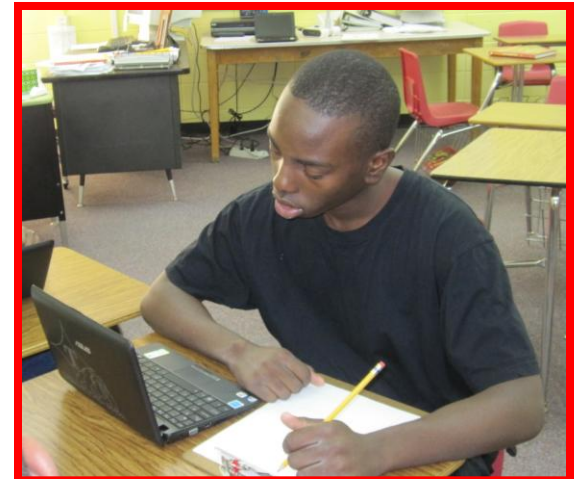
Students say that netbooks come in handy if you do not have a computer at home. One student shared that she used the netbook to study for the EOCT in subject areas by going to <http://www.usatestprep.com/Home> with her netbook. The school system provides the subscription for this service. She also said she had used search to find out how to simplify square roots.





Special Education Success Stories

Mr. Connell: “Another student said he had used his home computer to Google “how to balance equations” and viewed the YouTube video to help understand the process. While he said he used his home computer, our netbooks could be used to view other videos with an academic focus.”





Special Education Success Stories

Mr. Connell: “Several students and I reflected on the advantages of having the netbooks to use in school and home. Students seem to take to technology and enjoy using their netbooks more than a conventional textbook. And, although the novelty factor may wear off, students have the ability to grow into using the computer that they would not be able to do with textbooks. The computers extend our capability for learning.”



Special Education Success Stories



Ms. Brown: “Teaching has changed totally with the use of technology. It’s like Disney – the kids really pay attention.”

Technology in Deaf Education: Letting the Student who is Deaf/HH “See” the Meaning of Writing

Patricia Souders, M.Ed.

Teacher of Deaf/HH

Thomasville High School

Ten Years Ago....Assistive Technology for English/Language Arts

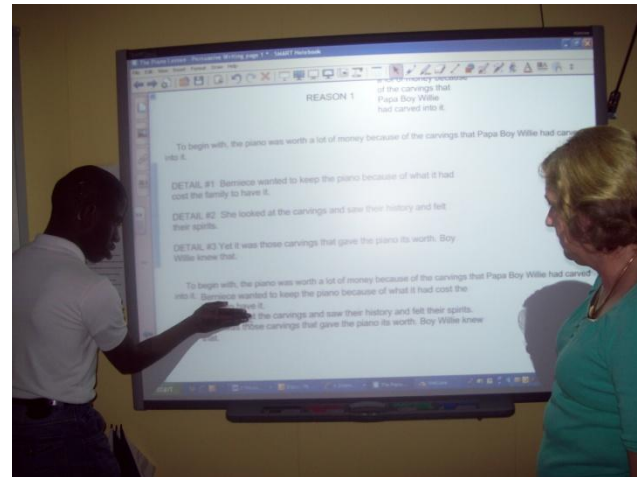
- Electronic Dictionary
- American Sign Language Dictionary “Cut and Paste”
- Classroom Volumes

Last few years....

- Computer Labs – limited numbers of computers, group shared spaces and time
- SmartBoards – a little here, a little there, regular education classrooms first

Today....Assistive Technology

- SmartBoards in EVERY classroom:
Manipulating Meanings
and Maneuvering
Minds from
brainstorm activities
to rough draft
to final product



NOW... Thank you technology grant! Equal Access for ALL!!!!



Piece by Piece Success

The screenshot shows the SMART Notebook interface. The title bar reads "The Piano Lesson - Persuasive Writing page 1 * - SMART Notebook". The menu bar includes File, Edit, View, Insert, Format, Draw, and Help. The toolbar contains various editing tools. On the left, a "Groups" panel shows three pages: Page 1 (Feb 21 12:23 PM), Page 2 (Feb 25 8:08 AM), and Page 3 (Mar 2 8:17 AM). The main workspace displays the following text:

L 1: Write a persuasive essay

Write a persuasive essay

Why Boy Willie was right for wanting to sell the piano.

Which character do you think was right in The Piano Lesson:

Berniece who wanted the piano to stay at her house because of the memories

Willie who wanted to sell the piano in order to buy the land his family once farmed?

Introductory Paragraph.....

In The Piano Lesson, Boy Willie/Berniece was right in wanting to (sell/keep) the piano because to (him/her) the piano was a way to (buy the land their family had once farmed/keep the memories of the family from the carvings and the music the piano had made).

The bottom of the screen shows the Windows taskbar with the Start button and several open applications: Microsoft Word, Microsoft PowerPoint, Windows Explorer, American Sign Language, and The Piano Lesson. The system tray shows the time as 7:56 PM.

Just click and drag...

The screenshot displays the SMART Notebook interface for a document titled "The Piano Lesson - Persuasive Writing page 1 - SMART Notebook". The interface includes a menu bar (File, Edit, View, Insert, Format, Draw, Help) and a toolbar with various editing tools. The main workspace contains the following text:

BODY PARAGRAPH #1

REASON 1

The piano was worth a lot of money because of the carvings that Papa Boy Willie had carved into it.

To begin with, the piano was worth a lot of money because of the carvings that Papa Boy Willie had carved into it.

DETAIL #1 Berniece wanted to keep the piano because of what it had cost the family to have it.

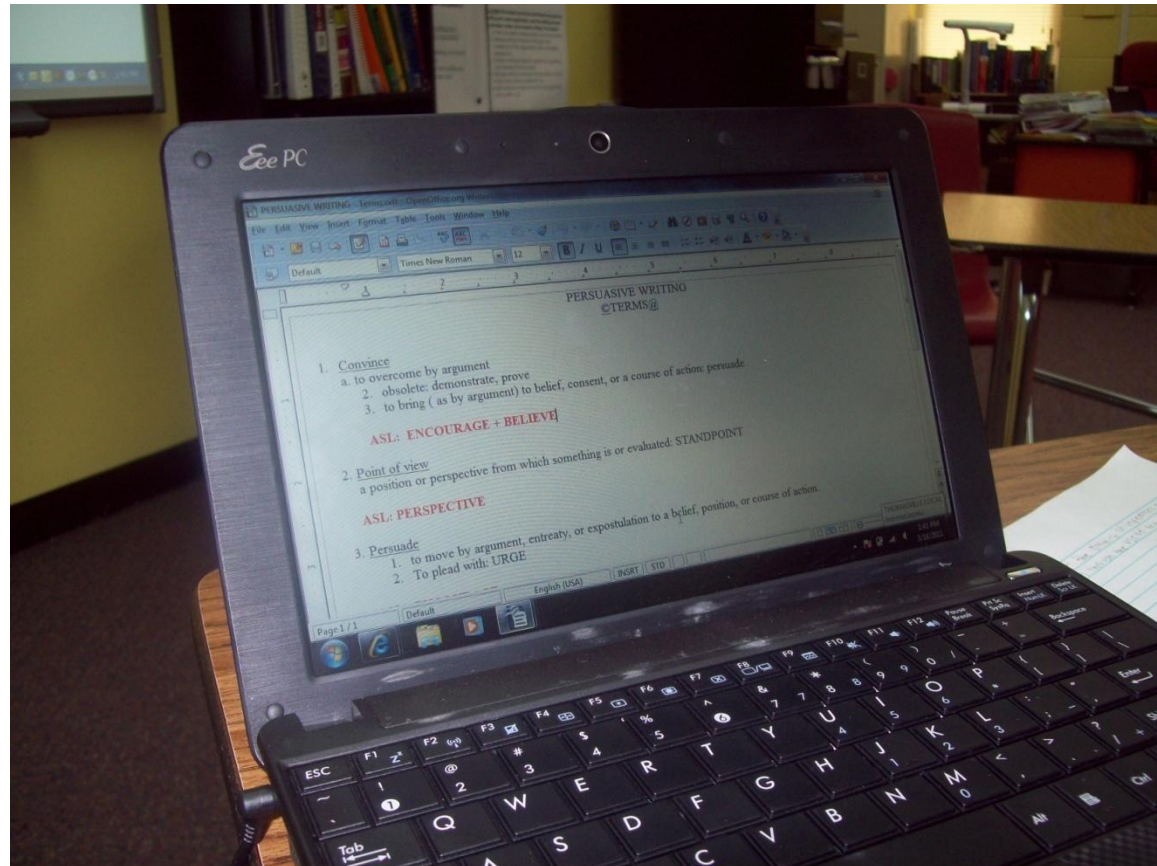
DETAIL #2 She looked at the carvings and saw their history and felt their spirits.

DETAIL #3 Yet it was those carvings that gave the piano its worth. Boy Willie knew that

To begin with the piano was worth a lot of money because of the carvings that Papa Boy Willie had carved into it. Berniece wanted to keep the piano because of what it had cost the family to have it. She looked at the carvings and saw their history and felt their spirits. Yet it was those carvings that gave the piano its worth. Boy Willie knew that.

The Windows taskbar at the bottom shows the Start button and several open applications, including Microsoft Word and Internet Explorer, with the system clock displaying 8:26 PM.

Creating a Meaningful Meaning



Creating a Document With Hyperlinks

- Insert hyperlinks using webpage addresses

PERSUASIVE WRITING

TERMS <http://www.aslpro.com>

<http://www.merriamwebster.com>

OR

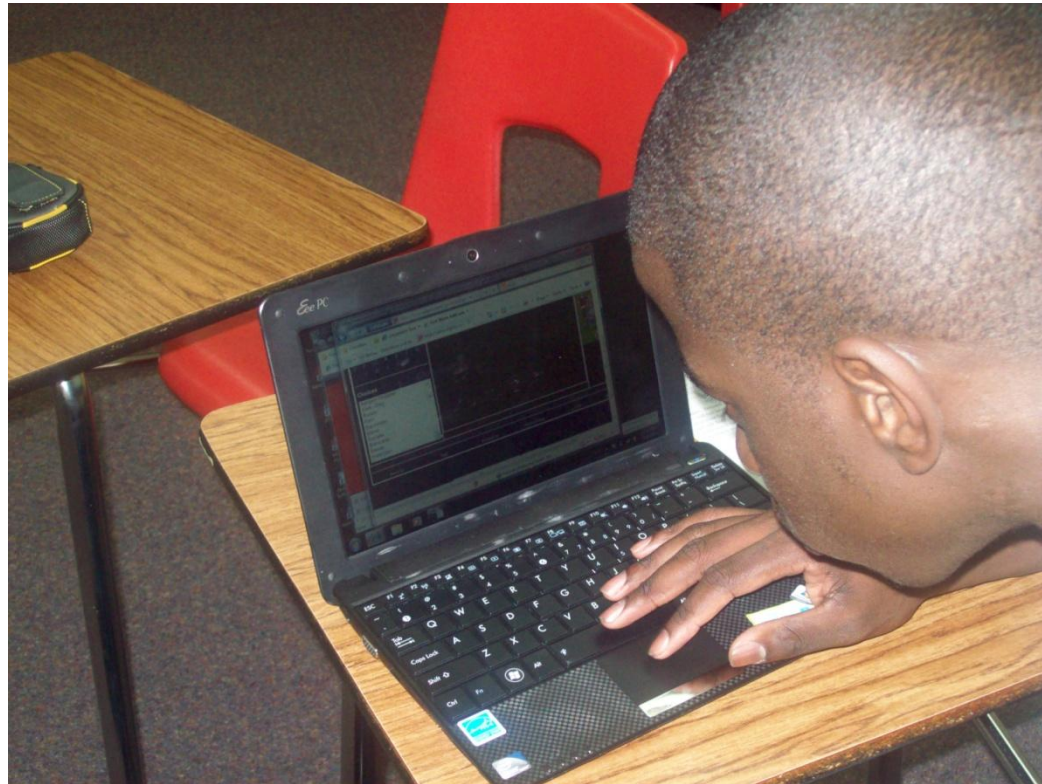
- Insert a hyperlink using text to replace the hyperlink

PERSUASIVE WRITING

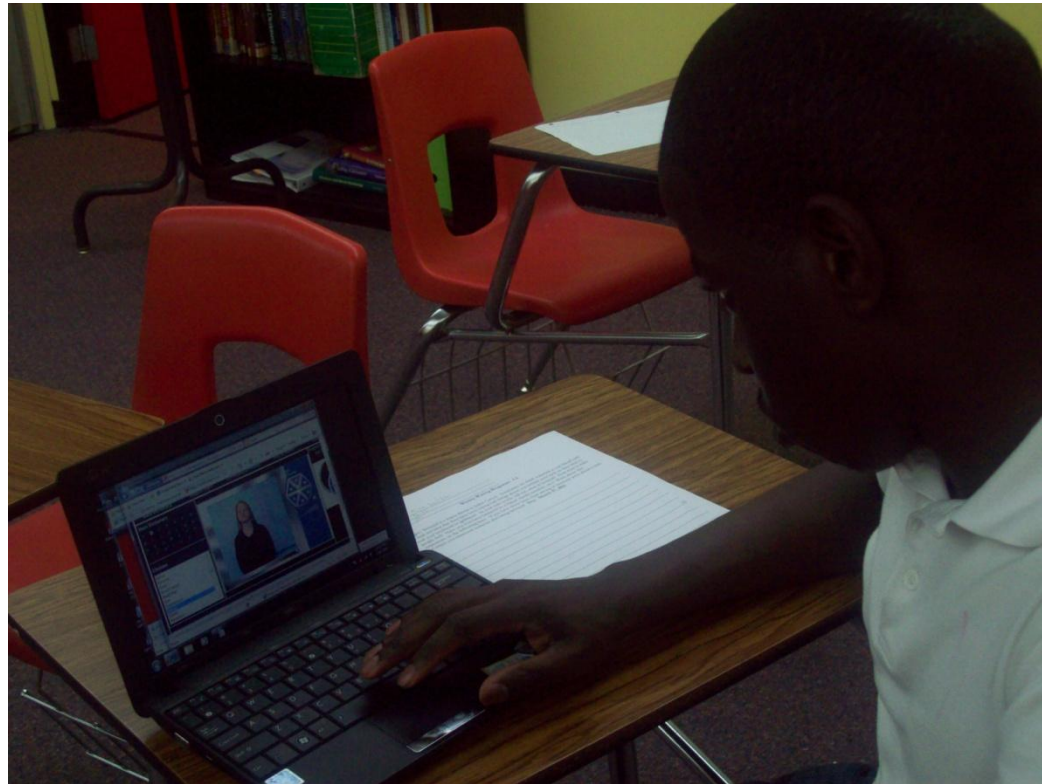
TERMS

English and ASL

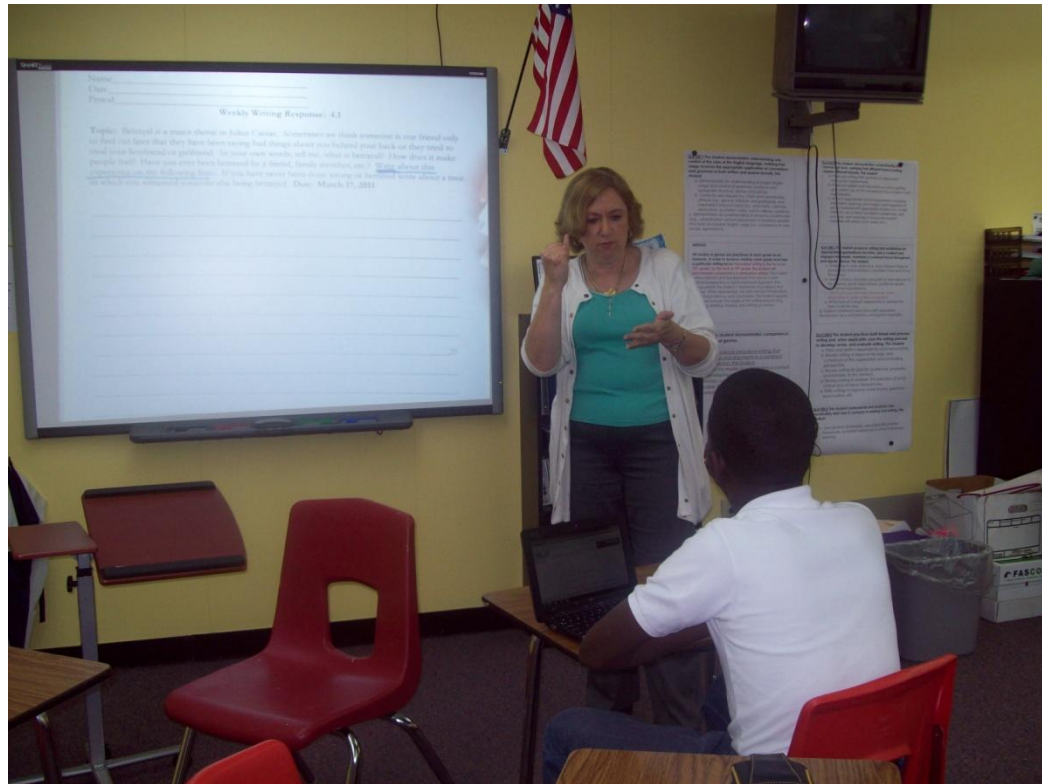
Hyperlinks embedded into Word Document



Stimulate Learning by ASL Video Dictionary links



Teaching a Ready Mind without turning away from the Student

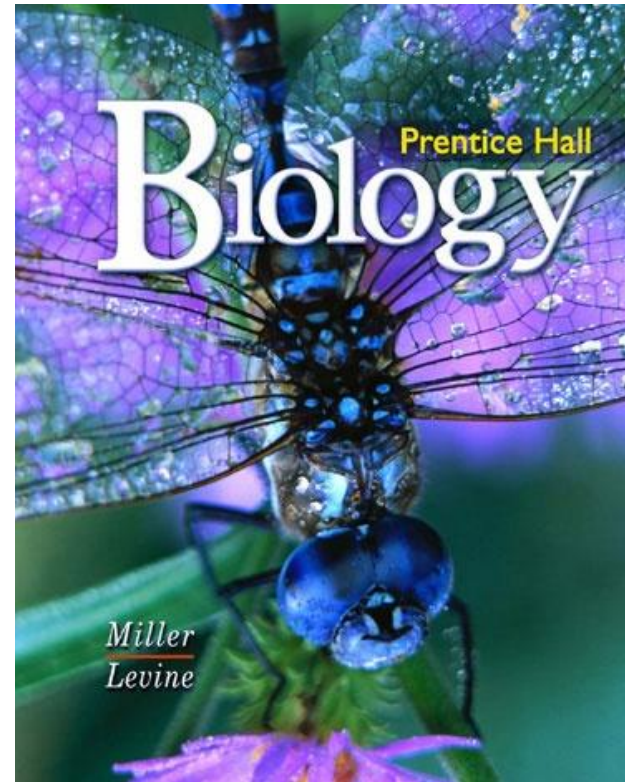


Why is this important?

- English Language Learner
- Visual Learner
- Linguistics
 - Morphemes from the sign – breaking it down
 - Comparing the sign to the English dictionary meaning
 - Overlearning vocabulary and making connections

Carrying it into Content Areas....

- Textbooks are accessible and built into software
- Internet access for students that need support through tutoring webpages



Taking it home....

