Guilford County Schools- *Striving. Achieving. Excelling.*

Right Start Newsletter

November, 2006 Secondary Edition

GCS Right Start Classroom Management Sessions Continue in November

Cohorts	Time	Dates
Middle	**4:30 -6:30**	11-6, 11-15 & 11-27
High	**4:30 – 6:30**	11-6, 11-15 & 11-27

Note: <u>All high school sessions will be held at Page High School</u>. All middle school locations are listed in your Right Start Notebook.
Middle School Cohorts should bring the Champs materials (yellow insert in Right Start notebook) and the CHAMPs plan for activity and transitions that you've worked on since your last session.

Links to register for Right Start Courses:
GCS-Right Start Classroom Management

GCS-Right Start Curriculum and Instruction

Feedback Improves Participation

Students often find class participation a "fuzzy" component of their grades. What really constitutes good class participation?

Show students something that will explain what you're looking for—and what they need to do to make necessary improvements.

Give each student a confidential class participation feedback form around the middle of the grading period.

Include a list of ways students can improve their participation grades. Check those that are relevant to each particular student.

For example:

- Better attendance.
- Better preparation.
- Paying attention to the contributions of classmates.
- Adding to or expanding on the comments of classmates.
- Asking a question that will further a discussion.

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Source: Marva A. Barnett, "Encouraging Students' Participation in Discussions," University of Virginia Teaching Resource Center, http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1999/TC_Spring_1999_Barnett.html

Discipline

Keep it concrete when setting class rules

When it comes to thinking and learning, being abstract is a wonderful and necessary skill for your high school students to be practicing. When it comes to discipline, however, being abstract can be a recipe for disaster. Classroom rules—and their enforcement—should be clearly concrete.

Banish the word "don't" from all rules. Rules should state what students are expected to do, not what you hope they will refrain from doing. Example: "Stay in your seat while the teacher gives directions," not "Don't get out of your seat until directions are over."

When rules are concrete, students can understand behavior rules to follow. It is difficult (and open to too much interpretation) to enforce rules where behavior is implied, or where someone has to guess what another person may have been thinking. Example: "Line up when the bell rings," not "Don't spend the last five minutes of class milling around waiting for the bell to ring."

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Source: Elizabeth Shellard, with Nancy Protheroe and Jennifer Turner, *Effective Classroom Management to Support Student Learning*, ISBN: 1-931762-34-1 (Educational Research Service, 1-800-791-9308, www.ers.org).

Testing Tips

Vary testing to be fair & to get the most accurate assessments

Many students are able to apply their knowledge and reasoning to nearly any type of test, but others are not. Some have difficulty with multiple-choice tests. Some may have trouble forming thoughts into a coherent essay. Others have problems classifying what they have learned into "true" or "false."

Mixing up your testing style will help avoid penalizing those students who have trouble with certain kinds of tests. It will also give you a better idea of their skills.

Here are some ideas:

- Give a multiple choice test to understand how well students have retained facts and whether they can figure out answers once they are given some information.
- Give an essay test to assess how much (and in what detail) a student understands the material. Essays will also tell you if the student can go beyond repeating facts to making inferences and associations.
- Give a short-answer test to see if students can list tools they will need for higher-level learning. Students need not write essays to show they know a formula or equation. But they should do more than pick it out of a multiple-choice format. They should produce it themselves.

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Source: Karen Kuelthau Allan and Margery Staman Miller, *Literacy and Learning: Strategies for Middle and Secondary School Teachers*, ISBN: 0-395-74646-9 (Houghton Mifflin, 1-800-733-1717, www.hmco.com).

Delta Kappa Gamma

The Delta Kappa Gamma Society is an international organization of women educators dedicated to enhancing the profession of education and assisting in the development of women educators. The society provides scholarships, professional development support, and other grants-in-aid for women educators in the United States and internationally.

The Beta Delta Chapter, one of four Delta Kappa Gamma chapters in Greensboro, sponsors the Shaw-Lewis Grant-In-Aid. This award is given to two first-year women teachers in Guilford County. The monetary award helps teachers acquire materials for instructional use. The Grant was named in memory of two outstanding women educators from the chapter.

Information about applying for the Shaw-Lewis Grant-In-Aid is provided below.

The Shaw-Lewis Grant in Aid For First-Year Teachers in Guilford County

Sponsored by the Beta Delta Chapter of Delta Kappa Gamma Society for Key Women Educations

Guidelines:

1. **Female first-year teachers in a K-12 school in Guilford County may apply.**

2. Grant will be based on the merit of the proposal.

3. Two awards annually in the amount of $500 each are available.

4. Grant in Aid applications should be mailed by January 15 to:

   Anita Lawson
   6310 Lakebend Court
   Greensboro NC 27410

5. The letter of application should be written on school stationery and should include a description of the specific classroom needs the applicant has identified and the materials that would be purchased to address these needs, with their approximate costs. A telephone number and/or e-mail address should be provided.

6. The application should also include a letter of support from a supervisor or principal.

7. Award recipients will be determined by the Scholarship Committee of Beta Delta. Notifications will be made by February 15.

Brief activities can keep study skills sharpened

Not all students work at the same pace. As some are ready to begin work, others are still pulling out their materials. As some are finishing an assignment, others still need a few more minutes.

On most days, your classes will experience a bit of catch-up time. This time need not be wasted time. Look at it as an opportunity to sharpen study skills with these brief activities.

Ask students to:

- Find specific information in their textbooks.
- Quiz classmates on five vocabulary terms.

- Answer a practice essay question. (Have one on the board ready to go.)
- Make flash cards on the vocabulary they learned yesterday.
- Create a test question on the previous lesson.
- Write at least two sentences explaining how the material they learned yesterday is related to something they learned earlier.
- Write a short paragraph explaining how something they are learning in this class relates to what they are learning in any other class.

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Got Resources?

Did you know that the **Right Start** link, located under the Employee section of the GCS website, will take you to many resources for beginning teachers? On the Right Start webpage, just click on the **New Teacher Resources** link, located under *Important Links*, and you'll have access to templates for banners & bulletin boards, certificates, newsletters, test forms, and instructional strategies. While you're there, be sure to click on the link, **New Teacher Resources**, under *Powerpoint Presentations*. It will walk you through the many resources that *Learn NC, the North Carolina Teachers' Network* provides. Need ideas for a lesson plan? Click on the **Lesson Plans** link, located under *Important Links*, and find plans sorted by grade and subject area, as well as, websites for students and teachers. The Right Start staff knows how time-consuming resource-hunting can be. We hope our webpage will help you.

Happy Thanksgiving, from the Right Start Staff. We are thankful for you and the talents you bring to our students each day.

Right Start Office – 370-8098

Martha Snavely, Executive Director
Debbie Bryant, Office Support
Vernita Hill, Lateral Entry Coach
Sue Renn, Beginning Teacher Coach

<u>Induction Support Coaches</u>

Karen Boyd **Beth Koziol**

Karen Cannon **Susan Phillips**

Brian Herndon **Pam Stewart**

REMINDER

Please remember to keep your professional folder up to date!

Did you remember to put your first observation from your administrator in your professional file?

Documents That should be included for First Year (BT1)
Mentor Log
FODA 1- Sept. 30th Observation 1
FODA 2- Jan. 15th Observation 2
FODA 3-April 15th Observation 3
Teacher (Peer)Evaluation
Summative Evaluation -April
IGP for Year 1
Transcript from Professional Development Site (minimum of 2 CEU's)