GCS

Professional Development Newsletter

Volume 2, Issue 1 November, 2008

Coming Soon
A Training Near You!!!

Does Vocabulary Affect Academic Development?

Participants will examine skills, procedures, and methods needed to provide direct and explicit vocabulary instruction. Using the research of Janet Allen and Robert Marzano, participants will develop a repertoire of effective strategies for teaching vocabulary in all core subject areas as a means to increase reading comprehension, to develop knowledge of new concepts, and to improve all areas of communication.

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1596

Reading Comprehension with Interactive Strategies

Participants will build on the foundation of reading strategies and best practices acquired in the course, READING IN THE CONTENT AREA, to improve the process of acquiring meaning from expository (non-fiction) text. These methods will focus on engaging readers Before, During, and After the actual reading process so as to increase comprehension and retention of content area materials.

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1595

Reading Strategies for Deepening Comprehension of Text

Participants will take an in-depth look at strategies to assist students in developing effective reading behaviors in the content area classes. Using Buehl's *Classroom Strategies for Interactive Learning* and Beers´ *When Kids Can't Read*, participants will develop a repertoire of interactive strategies to incorporate in their lesson plans.

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1599

Guilford County Schools
STRIVING. ACHIEVING. EXCELLING.

Did you know?

Classroom management
has the most powerful impact
on student learning,
more significant than…
parental support
curriculum design, and
school culture…

…Wang, Haertel, and Walberg

Guilford County Schools, through Professional Development, is offering a multi-leveled workshop on classroom management. This workshop provides teachers with specific information to help reduce conflict, build relationships, increase engagement, and maximize achievement.

The 10 hour training is designed to help improve instructional and behavioral classroom management skills by:

- Enhancing communication style
- Creating effective classroom environment
- Strengthening student-centered lesson plans
- Recognizing the ramifications of rules, procedures, and routines

For more information on Middle/High School, contact Fannie Bratcher, 312-0311, (bratchf@gcsnc.com)
GCS-PROVDEV: Proactive Practices for Today's Classroom:

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1941

How to Differentiate Instruction

What the Research Tells Us About Differentiated Instruction?

There are three bodies of research worth mentioning. They are:

1) Brain-based Research

2) Learning Styles and Multiple Intelligences

3) Authentic Assessment

Brain-based Research on Learning

Research on the brain has been used to inform educational practice for many years and is becoming more and more popular. Brain-based research helps us to know the many influences that can affect learning. The more we understand about "how" students learn best given the variables affect learning, the better equipped we are to provide instruction that will maximize learning outcomes.

Other valuable links on this topic can be found at:

http://www.teach-nology.com/litined/brain_learning/

Learning Styles and Multiple Intelligences

Learning styles research is predominantly used to understand learning preferences that students use to receive and/or process information. Obviously, the ideal is to create instruction that will address all three learning styles: Visual, Auditory, and Kinesthetic.

Howard Gardner's Theory of Multiple Intelligences has received an overwhelming response from educators in the past several years. Gardner offers seven different ways to demonstrate intellectual ability and has recently added an eight intelligence. Understanding how students demonstrate their intellectual capacity is an important factor in designing instruction that will meet the specific learning needs of students who may be dominant in one or several intelligences as opposed to other forms of intelligence. More information on these topics can be found on:

http://www.teachnology.com/teachers/methods/multi_intelligences

Authentic Assessment

Not enough can be said about authentic assessment. Basically, what it means is that students are tested on what they have been taught and hopefully, what they have learned. The greatest implications are that: curriculum is aligned with what is expected to be learned; strategies used to teach are according to students' needs; and assessment instruments used are flexible and adequately and appropriately used to measure on-going performance. The bottom line is that authentic assessment offers students the opportunity to "measure up" to the standards that are aligned to the curriculum. For more information on this very important topic, go to:

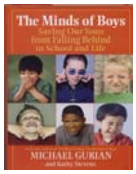
http://www.teachnology.com/currenttrends/alternative_assessment/

One Size Does Not Fit All

Teaching Males

Did you know…..

Males…



- get 70% of D's and F's.
- make up 80% of discipline problems.
- make up 70% of learning disabilities.
- make up 80% of those on Ritalin, Adderall, Concerta.
- are 1 to 1 ½ years behind girls in reading and writing.
- make up 80% of HS dropouts.

What does this mean for us as teachers?
What can we do to alleviate this problem?

For more information on middle/high school males, contact Randy Shiflett, 312-3930, (shifleh@gcsnc.com)

How to Help the Adolescent Male Succeed (Secondary)

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1367

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RCA IS ALIVE AND WELL

A GCS initiative started over five years ago, Reading in the Content Areas has influenced learning in hundreds of classrooms throughout Guilford County Schools. The RCA course offers foundational strategies to help all teachers improve their students' reading comprehension whether the text be informational or narrative. This thirty-hour course (3 CEU's) is interactive and practical. Participants will leave each session with materials for immediate use in the classroom.

Two cohorts are currently in progress, with a new cohort beginning February 21, 2009, and continuing on March 5, March 21, April 4, and May 9. These dates are Saturdays so that neither a substitute nor missed classroom hours will be necessary. Also, watch the summer Professional Development schedule for additional cohorts.

If you are renewing this year, this course will satisfy the three (3) CEU's per renewal required by NCDPI. You may register by clicking the following link:

http://www.solutionwhere.com/guilford/cw/showcourse.asp?92

Questions may be directed to instructors, Barbara Stinnett (312-6518) or Pam Embler (317-3177).

On January 1st, 2008, Professional Development changed the minimum requirement for CEU credit from 10 hours to 6 hours. This means you will be able to get credit for a course that is 6 hours or more in length. Previously, all courses had to be at least 10 hours to get any CEU credit. If you have additional questions, please contact Professional Development at 370-8010.

MORE READING COURSE OPPORTUNITIES

If your renewal cycle ends this year, June 30, 2009, and you have already completed Reading in the Content Areas, three ten-hour reading courses (one (1) CEU each) have been designed to assist you in meeting this requirement. Each of these courses is built on the RCA principles from the original course. For this reason RCA is a prerequisite for each of the new offerings.

In order to meet the individual needs of many of you, these sessions are being offered at varying times throughout the next few months. You can take just one, two, or all three of these, earning at least one and no more than three CEUs. The information offered in each of these courses makes them appropriate for all teachers.

These courses will be offered again beginning in February of 2009: (clicking on the link will take you immediately to the registration site):

READING COMPREHENSION WITH INTERACTIVE STRATEGIES

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1595

DOES VOCABULARY AFFECT ACADEMIC DEVELOPMENT?

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1596

READING STRATEGIES FOR DEEPENING COMPREHENSION OF TEXT

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1599

GCS-PROFDEV: Differentiated Instruction

This workshop will assist both experienced and novice teachers with resources and useful tools to customize and meet the needs of their students.

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1837

GCS-PROFDEV: Foundations of Cooperative Learning

Participants will investigate diverse strategies of team building methods and activities to allow their students to be successful.

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1835

Add to or refresh your professional toolbox of strategies for engaging students and supporting learning in your classroom.