GCS

Professional Development Newsletter

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Guilford County Schools
STRIVING. ACHIEVING. EXCELLING.

GCS-PROFDEV: Proactive Practices for Today´s Classroom - 071122

This course will provide educators with specific information and techniques to assist in the creation of a more cohesive and manageable classroom. Explicit management strategies will focus upon building teacher skill sets in resolving classroom conflict, building relationships, and increasing student engagement.

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

GCS-PROFDEV: Unique Strategies to Instruct & Motivate Elementary Boys – 070102-Additional Sessions Now Online

Based on brain function research, boys learn differently than girls and certain instructional strategies are more conducive to learning in males.
As a result of this course, participants will gain a practical understanding of the special issues of teaching boys and take home strategies for creating boy friendly classrooms.

http://www.solutionwhere.com/guilford/cw/showcourse.asp?1493

NEW SESSIONS ADDED!!!

Does Vocabulary Affect Academic Development?
http://www.solutionwhere.com/guilford/cw/showcourse.asp?1596
How to Help Adolescent Males Succeed in Middle and High School
http://www.solutionwhere.com/guilford/cw/showcourse.asp?1367

The Big Fresh

from Choice Literacy

How can I energize the groups I am currently leading or guarantee that my new study group will be successful? If you have asked yourself this question, try findind answers in **Cindy Hatt**'s article, **6 Ways to Improve Group Discussions**. The article also offers writing prompts to use as pre- or post- discussion topics:

http://www.choiceliteracy.com/public/796.cfm

Literature Circles and book clubs can vary among different grade levels and classrooms. Edutopia's **reading roundtable on literature circles** can be helpful in guiding student discussions and keeping them on track. This link also directs you to other web resources on fostering conversations in literature groups:

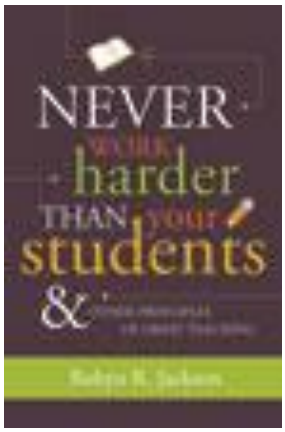
http://www.edutopia.org/literature-circles

Do you need suggestions on how to help easily distracted students' performance on tests? Jennifer Jones shares her tips in **"Warm-Ups for Wandering Minds."** Use these tips as focused preparation for test-taking:

http://www.choiceliteracy.com/public/480.cfm

Never Work Harder Than Your Students and Other Principles of Great Teaching (January 2009, ASCD Member Book) by Robyn R. Jackson

In *Never Work Harder Than Your Students*, Robyn Jackson makes a radical assertion: any teacher can become a master teacher by developing a master teacher mindset. Using the seven principles of mastery teaching, Jackson shows you how you can become a master teacher no matter where you are in your practice. Each chapter provides a detailed explanation of one of the mastery principles, the steps you need to take to apply them to your own practice, and suggestions for how you can begin practicing the principle in your classroom right away.



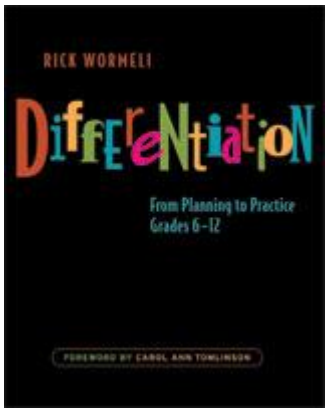
http://www.ascd.org/Publications/Books/ASCD_Talks_With_an_Author/ASCD_Talks_With_an_Author_(main).aspx#Jackson

Are transitions a little rough in your classroom? Here are some **tips from Responsive Classrooms** for working with students to smooth them out:

http://www.responsiveclassroom.org/newsletter/19_4nl_5.html

The Buzz (CORPORATE ANNOUNCEMENTS), ASCD SmartBrief

A step-by-step guide to designing effective differentiated lessons. In **Differentiation** Rick Wormeli takes grade 6-12 teachers from the blank page to a fully-crafted lesson and demonstrates how to weave differentiation into all subject areas. "A refreshing addition to the differentiated learning literature." (*LMC*). **Click here for details!**



http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=9091&r=sb090114b&REFERER=#toc

Successful Strategies for Literacy and Learning

Many content area teachers balk at the idea of having to teach "reading" to their students, especially when their class curriculum is already so full. ASCD is now offering a PD online course that provides several simple strategies that assist students in comprehending subject matter which can be easily implemented into any lesson plan. These strategies not only help students connect with the ideas being presented to them in the text, but also give them a purpose for reading. In addition, a Web-based bulletin board will give participants the opportunity to discuss their reactions to course content with colleagues also enrolled in the course. See Sample Lesson

Organizing data so that teachers can see patterns for instruction and allocating resources is an ongoing challenge that is presented in this four-minute **video**,**"The Sisters" (Gail Boushey and Joan Moser).** This video presents data charts, an ingenious method for at-a-glance viewing of student progress across a grade-level team:

http://www.choiceliteracy.com/public/801.cfm

A Teacher's Take on "The Art & Science of Teaching"

ASCD is launching a new series on its blog in which teacher and blogger Dina Strasser will chronicle her "ongoing tango" with Robert Marzano's latest book, "The Art and Science of Teaching." Each month she'll summarize a chapter from the book, recount her attempts to implement that chapter's recommendations in her 7th grade English classroom, and share her questions and insights. Robert Marzano will respond to Strasser's posts and will provide his thoughts along the way about when particular strategies are the most useful and when they might be less effective.

View Strasser's first post and Marzano's response.

Holocaust Teacher Workshops, 2008-2009

Focus: These one-day, multi-county workshops for public school teachers of social studies and English/Language Arts present Dr. Karl Schleunes, historian and Holocaust scholar, and Gizella Abramson, a Holocaust survivor of the Majdanek death camp who recounts her experiences in a concentration camp or Zohara Boyd, a survivor who "hid in plain sight" during the Holocaust . Participants receive a copy of *The Holocaust: a North Carolina Teacher's Resource*, a guide for teaching about the Holocaust at the middle and high school levels. This workshop is open to language arts and social studies teachers from all parts of the state teaching in middle schools or high schools and is particularly useful for teachers of World History or American History as well as teachers at the sixth-grade level teaching Eastern European history. It is also recommended for middle school language arts teachers teaching *Anne Frank's Diary* or high school English teachers studying Elie Wiesel's *Night* and other Holocaust literature at the upper grades. Substitute pay is provided for teachers attending, but space is limited and teachers are encouraged to make early contact with Linda Scher, Holocaust Teacher Workshop Coordinator. These workshops are free and open to teachers from all parts of the state in the 2008-2009 school year. Substitute pay will be provided for all public school teachers attending the workshops.

Durham, Durham County	February 18
Fayetteville, Cumberland County	February 23
Monroe, Union County	February 27
Greensboro, Guilford County	March 4
WRESA Enka, Buncombe County	March 25

For additional information and registration, e-mail Linda Scher at Brisket234@aol.com

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