Right Start Newsletter

Secondary Edition February, 2008

GCS New Teacher Orientation for Teachers with Less than 6 Months Teaching Experience

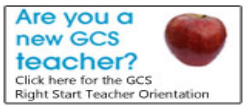
Who: **For Teachers with Less Than 6 Months Teaching Experience Who Have Not Attended a New Teacher Orientation**

Note:

Attendance is <u>mandatory</u> if you did not attend August 15, 16, and 17 or September 22 and October 6.

What: GCS New Teacher Orientation
When: February 27, 2008
4:30-6:30 PM
Where: Western Guilford High Media Center

- **Step 1: Create a GCS professional development account by going to www.gcsnc.com and Click on**



- **Step 2: Click on the link below to register:** GCS-Right Start New Teacher Orientation 2007-08-No Credit

Regain control when emotional students disrupt your class

By the time Anna and Lizzie arrive in your fifth period class, their argument has reached the boiling point. As you begin class, Anna begins shouting. What can you do when a student "loses it" in your classroom?

First, remember to keep your cool. Then focus on helping the student involved regain self-control. Here's how:

- Be empathetic. You'll get your students' attention more quickly if you show you understand what is upsetting them. "Anna, I can see that you are very upset with Lizzie."
- Ask the student to cool down. "Anna, please take your seat and cool down for a few minutes. When you are calmer, we'll deal with this."
- Address the most distracting behavior first. "Anna, please lower your voice."
- Acknowledge positive behavior and offer specific praise. "Anna, thank you for lowering your voice and taking your seat."

- Model using an appropriate tone of voice.
- Address the student's behavior, not the issues that are causing the argument.
- Schedule time after class to address the student's concerns.
- Alert the guidance office if you need additional help.

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Source: Michele Hensley, M.S. et al, *The Well-Managed Classroom*, ISBN: 978-1-889322-91-9 (Boys Town Press, 1-800-282-6657, www.boystownpress.org/Scripts/default.asp).

Teach content like a foreign language

Señora García was teaching her second year Spanish students vocabulary related to the marketplace. She introduced key words, then had students say them aloud, use them in sentences and in simulated situations. Her teaching strategy engages students—and can be a model for teaching all content areas.

Consider the traditional way of teaching vocabulary: Students look up the words for the week, write them in sentences and then take a vocabulary quiz on Friday. The expectation is that students learn the words for the test. Often they are never called upon to say the words aloud in class or use them in conversation.

So ask yourself if your students:

- Have repeated opportunities to say key terms aloud.
- Use key words in writing.
- Paraphrase key terms to demonstrate understanding.
- Explain key words using examples or analogies.
- Use key terms in conversations with peers.

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Source: Heidi Hayes Jacobs, *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening*, ISBN: 1-5966-7023-1 (Eye on Education, 1-888-299-5350, www.eyeoneducation.com).

Spend time on the most-used learning skill

How do students spend most of their time in class? Listening. Yet one study concludes that only 44% of middle school students and just 28% of high school students actually listen in class. And it gets worse.

Immediately after a 10-minute lecture, those students who do listen, will retain on average only 50% of what was said. Within 48 hours, they will have retained only 25%.

You expect your students to listen to you and to others, but do you teach them how? Share these tips for good listening with your students:

- Listen for main ideas and supporting details. Think of how an outline looks. A speaker will usually make a point and then give examples, reasons, explanations and facts. Listen to separate main ideas from supporting details.
- Keep your eyes on the speaker. If you're distracted by something

else in the room, you won't be paying attention.

- Anticipate what the speaker will say next. If you are right, the point will be reinforced in your memory. If you're wrong, you'll listen to find out why.
- Take notes. It will force you to listen for the important facts to record.
- Do your homework. You'll listen better if you have read the assignment before you come to class.

Periodically stop your class. Ask students to tell their "neighbors" three main points from the last 10 minutes of class.

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http://extension.missouri.edu/explore/comm/cm0150.htm.

Learning does not stop on testing day

Everyone is aware of the focus on testing today, but don't forget the real purpose of assessment—to improve student learning. Successful teachers know that learning doesn't stop the day the test is given. Research says that learning continues through effective use of student feedback. How do you use feedback?

Do you:

__ Provide timely and specific feedback following a test?

__ Go beyond just checking what's right and wrong?

__ Give supportive feedback in a way that is encouraging to students?

__ Reteach material for students who did not make the grade?

__ Offer opportunities for tutoring or special help for students who perform at low levels?

__ Allow students opportunities for individual feedback?

__ Analyze questions that many students answered incorrectly to determine if your wording might have been misleading?

__ Adjust your teaching strategies based on responses?

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REMINDER

Please remember to keep your GCS Professional Folder updated. Please be sure to keep all the documentation from this year. The documents that should be in your BT1 folder are listed below. Your third administrative observation should be completed by April 15th. Your administrator may

choose to do an unannounced third observation. The only observation that should have been announced was your first one.

As a BT1, you should have 3 administrative observations, <u>1 peer observation from another career teacher other than your mentor</u>, a summative evaluation, an IGP, and your mentor log. North Carolina requires that you demonstrate continuous professional growth each BT year. The easiest way to document this growth is to earn a minimum of 2 CEUs between July, 2007 and June, 2008 and have it documented on the GCS Professional Development site. You should keep documentation for each BT year.

Documents That Should Be Included For First Year (BT1) Teachers
Mentor Log
FODA 1- Sept. 30th – Oct. 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
Documentation of Continuous Professional Growth (Example: Transcript from GCS Professional Development Site (minimum of 2 CEU's)

REMINDER

The 10 month payroll cycle for the 2007-08 school year is August 31, 2007 through May 31, 2007 even though the 2007-08 employment term is August 22, 2007 through June 16, 2008. To provide employees with a full check each month, it is necessary to pre-pay employees. <u>Unless you chose the 12 month salary option or you work in a school that has an alternate school calendar</u>, your last payroll check for the 2007-08 school year will be May 31st, even though you are required to work days in June to complete the 10 month employment term. We thought this might be a helpful reminder as you budget for the coming months.

Happy Valentine's Day from the Right Start Staff!

We appreciate you and thank you for the work you do each day with your students.☺

Right Start Office – 370-8098

Martha Snavely, Executive Director
Debby Bryant, Office Support
Sue Renn, Induction Support Coach Coordinator
Vernita Hill, Lateral Entry Coach

Induction Support Coaches

Karen Boyd	**Jane Higgins**
Karen Cannon	**Beth Koziol**
Brian Herndon	**Susan Phillips**
Stephanie Gallop	

We have moved from Eugene St. to:

Office of Induction and Success
501 West Washington Street
Greensboro, NC 27401