

Professional Development Courses

SPRING 2010

FOUNDATIONS OF EFFECTIVE TEACHING II (PREREQUISITE – FOUNDATIONS I)

This course addresses the challenges teachers are facing today to raise the performance levels of all students while also closing the achievement gap. It addresses both environmental and instructional conditions that foster student achievement by (1) examining the effects that teacher expectations and the social context of the classroom have on student learning, and (2) providing an in-depth study of two instructional models—cognitive apprenticeship and cooperative small groups—that actively engage students and address the diversity of their learning needs. This course extends and deepens many concepts introduced in Foundations I.

Instructor: David Nelson **Venue:** George Washington High

Dates: Sat., Feb. 6 – Mar. 20, 2010: 8:00 a.m. – 2:00 p.m./Sat., Mar. 27, 2010: 8 a.m. – 11

a.m.

MANAGING ANTI-SOCIAL BEHAVIOR

The anti-social actions of a small but powerful number of students in school not only put their own academic success at risk but threaten the learning environment for everyone. This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive or dangerous outbreaks.

Instructor: Jennifer San Nicolas **Venue:** John F. Kennedy High at Tiyan

Section A:

Dates: Sat., Mar. 20 – May 22, 2010: 8:00 a.m. – 12:00 noon +9 hrs practicum at worksite

Section B:

Dates: Mon. – Thurs., Apr. 19 - May 18, 2010: 4 - 6 p.m. +9 hrs practicum at worksite

INSTRUCTIONAL STRATEGIES THAT WORK

This course provides practical applications of instructional strategies that are outlined in the research base on effective instruction and have been proven to support student learning. At the center of this course are cognitive strategies that foster critical thinking and the transferability of skills learned. Course participants will learn how to evaluate curriculum materials for any content area, organize content for learning, and develop or evaluate scoring guides for students' tasks. These strategies can be applied in K-12 settings and are particularly helpful for students with special needs.

Instructor: Aprilyn Villaflor **Venue:** Price Elementary School (TBA)

Dates: Saturdays, Mar. 20, 27, Apr. 17, 24, May 1, 15, 22: 8:30 a.m. – 2:30 p.m.

Saturday, May 29, 2010: 8:30 a.m. – 11:30 a.m.

Beginning Reading Instruction

This course focuses on how children learn to read and the best ways to teach beginning reading from kindergarten to the end of second grade. Because the course contains considerable information on how students develop basic decoding skills, it is also useful for teachers and paraprofessionals working with older students who are still having difficulty with decoding and fluency.

The course presents a synthesis of the research consensus for beginning reading instruction. In addition, the most effective strategies for teaching beginning reading are provided with an emphasis on helping students develop phonemic awareness, knowledge of the alphabetic system, phonics/decoding skills, print awareness, fluency, and comprehension.

Instructor: Kim Thai

Feb. 13, 20, 27, March 13, 20, 27, April 10

Time: 8:30-2:30 Place: TBA

Please register at the GFT office in Mangilao.

You may choose from:

3 Graduate Credits from the University of San Diego Cost: \$450 GFT Member \$600 Non-member

or

Certificate for 45 contact hrs. of Professional Growth Activity
You must complete the required Professional Growth Activity Forms *
Cost: \$250 GFT Member \$400 Non-Member

ALL OF THE ABOVE CLASSES MAY BE USED FOR RECERTIFICATION.

^{*}Forms available at the GFT Office.