



Professional Development Courses

All Courses are applicable to Grades K - 12

CHRISTMAS BREAK

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: Cora Mucho **Venue:** George Washington High (TBA)
Dates: Dec. 22, 23, 28, 29, 30, 2009: 12:30 noon – 6:30 p.m./Dec. 26, 2009: 12:00 noon – 3 p.m.
Jan. 9, 2010: 12 noon – 2 p.m., +10 hours practicum at worksite

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
Dates: Dec. 21, 2009: 4:00 – 6:00 p.m./Dec. 22, 23, 2009: 2:00 – 5:00 p.m.
Dec. 26, 28, 29, 30, 2009: 8:00 a.m. – 2:00 p.m., Jan. 9, 2010: 8 a.m. – 11 a.m.
+10 hrs practicum at worksite

SPRING

FOUNDATIONS OF EFFECTIVE TEACHING I

This course addresses the fundamental aspects of teaching and learning that are relevant for teachers and classroom paraprofessionals in all grade levels and subject areas. It examines proven practices for establishing and maintaining classroom management, maximizing use of learning time, questioning and feedback skills, homework, interactive guided instruction strategies, and scaffolding techniques. Covering core topics critical to successful classroom practice.

Instructor: Roberta Abaday **Venue:** John F. Kennedy High at Tiyan
Dates: Mon./Wed., Jan. 25, 2009 – Mar. 31, 2010: 4:00 – 6 p.m., +5 hrs. Practicum at worksite

FOUNDATIONS OF EFFECTIVE TEACHING II (PRE-REQUISITE – 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.

READING COMPREHENSION INSTRUCTION

This course focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. It provides participants with a synthesis of the research base on reading comprehension instruction and vocabulary development. Participants examine, discuss, and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills. Strategies are presented for increasing student comprehension of both narrative and expository texts—including content area textbooks. In addition, approaches are presented to help students monitor their own comprehension and apply appropriate “fix-up” strategies when comprehension is not achieved. Practice in using these instructional strategies and examples of student work are embedded in each unit.

This course is appropriate for all K-12 teachers who need to help increase their students’ comprehension of text—whether that text is a literature selection or a subject area textbook.

Instructor: Geraldine Francisco **Venue:** TBA
Dates: Tues./Thurs., Jan. 19 – Feb. 18, 2010, 6 – 9 p.m., +15 hrs practicum at worksite

MANAGING ANTI-SOCIAL BEHAVIOR

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Instructor: Jennifer San Nicolas

Venue: John F. Kennedy High at Tiyon

Section A:

Dates: Sat., Mar. 20 – May 22, 2010: 8:00 a.m. – 12:00 noon +9 hrs practicum at worksite (No Class 4/3/2010)

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.

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 (available at the GFT Office)

Cost: \$250 GFT Member \$400 Non-Member

ALL OF THE ABOVE CLASSES ARE FOR RECERTIFICATION.