

INSTRUCTIONAL PRACTICES

AT A GLANCE

AUGUST

**RESCHEDULED
DUE TO LOW
ENROLLMENT
SEE NEW DATES
BELOW**

OCTOBER/NOVEMBER

Culture of Completion

**Taking Notes Revised:
Link It, Learn It, Log It**

**Two Heads are Better
Than One**

**Happy As a Clam:
Strengthening Learning
By Boosting Happiness
Hormones**

SEPTEMBER

Brag Tags and Positive

**Sentence Stems and Sticky
Notes!**

**Let's Talk about Text,
Baby!**

**Learning Targets - More
Than Words**

**Game On! Math Games for
Building Math Fluency**

BOOK STUDY

***Ready-To-Go
Instructional
Strategies that Build
Collaboration,
Communication, &
Critical Thinking***

Denise White & Alisa Brady

***Uncommon Sense
Teaching: Practical
Insights in Brain Science
to Help Students Learn***

BARBARA OAKLEY, BETH ROGOWSKY,,
& TERRENCE J. SEJNOWSKI



Classes are aligned with the GPS Instruction Framework Domains of Connect, Design, Instruct, Assess, and Reflect.



REGISTRATION DETAILS



GPS Employees:

- Classes are FREE!
- Register via Vector using the GPS Portal Screen

Non-GPS Employees:

- Classes are \$15 each
- Register at: <https://tinyurl.com/GPSPGD>

AUGUST

10/26

~~8/7~~

CULTURE OF COMPLETION

4:15-6:15pm; District Office Building F, Canyon Room

How can you get students to complete their assignments when it's not attached to a grade? How can you shift your instruction to meet the needs of GPS' new grading policies? This class focuses on motivating students to do their assignments because they are motivated to LEARN, not because they are motivated by "grades." The body of the course will focus on what instructional shifts need to be made in order to make the new GPS grading practices work.



D, I, A,

10/26

~~8/14~~

POWERFUL PARTICIPATION WITH PEAR DECK

4:15-6:15pm; Building F - Canyon Classroom

Learn how to use Pear Deck in the classroom to improve student participation, reduce achievement gaps, gather evidence of student learning, provide timely feedback, and build student community. Personalize learning, embed interactive formative assessment opportunities, incorporate the standards-based mindset, and use best instructional practices to extend learning for all students through Pear Deck.



C, D

9/13

~~8/14~~

LEARNING TARGETS- MORE THAN WORDS

4:15-6:15pm; District Office Building F, Cactus Room

Teachers will have the opportunity to discover learning targets are more than just words on the board! When used strategically, they provide the strongest form of clarity, critical thinking, reflection, retrieval practice and even formative assessments. Effectively incorporating learning targets into daily lessons will provide the added clarity to promote optimal student growth and achievement.



D, I, A, R

9/12

~~8/21~~

SCALING UP: GRADING WITH CLARITY

4:15-6:15pm; District Office Building F, Canyon Room

Teachers will have the opportunity to learn how to break down their key priority standards into proficiency scales for grading (0-4 scale). An example will be modeled for them but teachers will individually work on one of their content area standard priority standards in the workshop to create one proficiency scale. Teachers will get a better understanding of how to keep the skill level consistent throughout the scale but adapt the level at which the skill is performed. Teachers will engage in small group discussions, cooperative brainstorming through a "jot thoughts" on an enlarged newsprint example scale, expert groups with common content discussions, and leave with one completed proficiency scale.



D, I, A

SEPTEMBER

9/5

BRAG TAGS AND POSITIVE DISCIPLINE



C, I, R

4:15–6:15pm; District Office Building F, Cactus Room

Current research reveals that building our students, instead of punishing them, creates an environment that is conducive for greater learning. In this session, ideas will be shared to create that environment through brag tags, positive discipline, and "What We Say".

9/7

GAME ON! MATH GAMES FOR BUILDING MATH FLUENCY



C, D, I, A

4:15–6:15pm; District Office Building F, Cactus Room

Have you ever thought, "UUGGG! My kids just don't know their math facts!"? Then this is the class for you! In this session we will explore what fluency in math is, share tips for getting the most out of playing games, and play math games that can help your students improve their fact fluency through the use of strategies. Each game comes with three levels of game play plus additional adaptations and extensions making them playable K–6 and great for differentiation and independent practice.

9/14

SENTENCE STEMS AND STICKY NOTES



D, I, A

4:15–6:15pm; District Office Building F, Canyon Room

Are you looking for ways to level the playing field between advanced and struggling learners? Don't reinvent the wheel! Participants will learn three easy ways of using the questions within the curriculum as formative assessments while allowing all students to unlock their higher level thinking.

9/19

LET'S TALK ABOUT TEXT, BABY!



D, I

4:15–6:15pm; District Office Building F, Canyon Room

Every teacher has used the term "discuss" as an action they want their students to be able to do at the drop of a hat. However, often, these "discussions" lack clarity on the part of the teacher and the student. In this course, participants will take part in several structured discussions, using different strategies, that will help your students get the most out of their academic conversations centered around texts!

OCTOBER

10/24

TAKING NOTES REVISED: LINK IT, LEARN IT, LOG IT



D, I

4:15–6:15pm; District Office Building F, Canyon Room

Oftentimes, when teachers struggle with keeping students engaged in class, they turn to 'taking notes,' which, unfortunately, doesn't actually help with engagement. However, simple tweaks to the note taking process can make for engaging and interactive lessons with minimal prep for the teacher. In this class, participants will learn the 'Link it, Learn it, Log it' method for taking notes to optimize engagement, facilitate retrieval, and consolidate the learning.

NOVEMBER

11/6

TWO HEADS ARE BETTER THAN ONE



D, I, A

4:15–6:15pm; District Office Building F, Canyon Room

"Isolation is the enemy of improvement," writes Tony Wagner in The Global Achievement Gap, and yet we so often isolate students but expect them to learn when learning is a social process. In this course, participants will be introduced to 8 strategies for effective collaboration to improve student engagement, retention of material, interpersonal relationships, and time on task.

11/16

HAPPY AS A CLAM: BOOSTING STUDENT LEARNING BY BALANCING BRAIN CHEMICALS

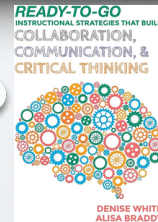


C, I, R

4:15–6:15pm; District Office Building F, Canyon Room

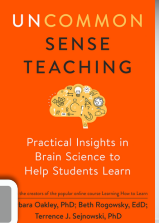
Happiness gives learners a chemical edge when it comes to processing skills and information. This class will teach you how to help students--and yourself--be happier and thus, learn more.

BOOK STUDY



When a book about collaboration, communication, and critical thinking strategies...

meets a book about what goes on inside the brain and how it impacts learning...



You get a blended book study that works for teachers by feeding their natural curiosity about how the brain learns and pairing it with their desire for practical and immediate classroom application that keeps learning engaging and effective.

JOIN US FOR A BLENDED BOOK STUDY!

8/28 11/13 1/22 2/26 4/8

Building F, Cactus,
Canyon from 4:15–6:15

BUY YOUR BOOKS OR BORROW THEM FROM PGD.

Register in Vector and then email
Sheri.Ackert@gilbertschools.net if you need the books.

UNCOMMON SENSE TEACHING

Practical Insights in Brain Science to Help Students Learn

READY-TO-GO INSTRUCTIONAL STRATEGIES

that Build Collaboration, Communication, & Critical Thinking



Bookmark our Linktree to stay up-to-date on all things GPS Professional Growth and Development!
<https://linktr.ee/GPSPGD>

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