

The TIPSTER

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Volume 4 Issue 2 March 2006

Valdosta State University
College of Education

Georgia Systemic Teacher Education Program

GSTEP Teacher Induction

Available online: <http://borg.valdosta.edu/doc/VSUResourceBank.nsf>

GSTEP Lives on in the Work of Multiple Georgia Agencies

Wendy Hughes

Georgia educators are successfully shifting their focus to student learning through the implementation of Georgia Performance Standards and No Child Left Behind accountability requirements. We know that a quality teacher plays a significant role in student performance to meet standards and that support for improving teaching quality is vital to student, teacher, and school success. The work of the Georgia Systemic Education Program (GSTEP) has provided a firm foundation for the development of strategies and resources to address standards in education for both students and teachers. The following information is a brief explanation of the collaboration of three state agencies and how the GSTEP Framework has provided a way to connect our work.

Teacher quality in Georgia is a direct result of the work of the Professional Standards Commission, Board of Regents, and Department of Education with support and input from other agencies and organizations. Collaboration among these agencies has been enhanced through a state-wide alliance with the purpose of improving teaching quality in Georgia. The Committee on Quality Teaching brought together numerous entities with a common goal – to ensure a quality teacher for every classroom. The Committee outlined strategies designed to fill the gaps in teaching quality initiatives that were not being filled

by current agencies' work. There were six strategies identified by the Committee that are the project of six strategy teams:

- * **Use technology-driven data analysis**
- * **Set standards and models for distributed leadership**
- * **Improve teacher working conditions**
- * **Develop and implement integrated performance standards**
- * **Strengthen teacher professionalism**
- * **Coordinate communications**

As the Integrated Performance Standards, Teacher Professionalism and Distributed Leadership strategy teams met, they found that they were coming closer together through the use of a document called the GSTEP Framework. These strategy teams believe that the GSTEP Framework provided a model for teaching standards that has helped to align their work and that The Framework may prove to be even more significant to the work of others involved in improving teaching quality throughout the state.

While the GSTEP Framework provides

descriptors of an accomplished teacher, it can also be used to describe the steps a teacher takes along the path to becoming accomplished. In the past, it was believed that once a teacher completed a teacher preparation program and received initial certification, that teacher was ready and able to teach at the same level as more experienced teachers. Beginning teachers were expected to teach the same class load, often with the most difficult assignments, little support, if any was provided for novice teachers. As a result, teaching became known as the profession that "eats its own young."

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Upcoming Events

Spring Career Day

April 25, 2006 10 A.M.
P.E. Complex

Student Teachers Don't Forget to Turn In Your

PRAXIS II SCORE REPORT

Before the End of the Semester

Mail or Fax to:
Janja Klein: jklein@valdosta.edu
Fax: (229) 333-5439

The Principal's Perspective



Wes Taylor
Principal
Lowndes High School

With pleasure I welcome you to a most rewarding profession where no two days are the same and boredom does not exist. Upon completion of a semester of student teaching, passing certification tests, and the earning of a college degree, you are finally ready to be a paid professional educator. You likely are both excited and nervous, which is a natural and healthy attitude, and surely you are determined to be the best teacher you can be. My 22 years of experience in public education have taught me that our most important work is to stay focused on what is best for students. That belief is at the heart of the following suggestions for new and veteran educators:

- * Always focus on student learning as your most important objective. Concentrate on what and how your students are learning, and utilize data to find ways to increase their achievement. Teach students to think critically.

- * Vow to expand your own learning. Continue to grow in your subject area knowledge, study current educational research, and take advantage of professional learning opportunities to hone your craft of teaching.
- * Prepare lesson plans that will benefit you, your students, and will satisfy the school's requirements. Nothing is more intimidating than standing in front of a group of students without materials or a plan. It is better to be over-prepared than not prepared.
- * If you are not assigned a mentor, ask for one. Isolation from colleagues and a lack of a nurturing mentor are two of the leading causes of teacher drop-out.
- * Keep accurate records and detailed notes for they provide information and protection, but do not allow the many details of documentation to overwhelm you. The aim of your record-keeping should be to improve student learning. (Okay, sometimes you will keep records because *somebody* has to keep up with who bought a yearbook.)
- * Be creative in the preparation and decoration of your classroom (check school rules first), but don't spend all of your first paycheck on school supplies. Live a little, and save a lot.
- * Agree to be flexible; otherwise, you will be disagreeable much of the time.
- * Perhaps for the first time in your life, you will be the only adult in your classroom; you will not be in a room full of your peers. Be a positive role model. Take this responsibility seriously and maintain a healthy, appropriate relationship with your students.
- * Join a professional organization so that you can stay abreast of educational news and research. Network and share ideas with your colleagues. Spend time with effective teachers to improve your instruction and classroom management and to develop your teaching tools.
- * Be cognizant of and respect the diverse family structures. Probably not many of your students will be the children of Ward and June Cleaver.



TechnoInfo Corner

Online Resources for the GSTEP Framework

The university partners for the Georgia Systematic Teacher Education Program (GSTEP) for Improving Teacher Quality are Valdosta State University, University of Georgia, and Albany State University. After many years of work on a professional framework for teaching, the Georgia Systematic Teacher Education Program is pleased to have the State Board Of Education and the State Superintendent of Schools to endorse the GSTEP Framework.

The endorsements by the State Board Of Education and the State Superintendent of Schools also provided the opportunity for the collaboration of the Georgia Board of Regents and the Professional Standards Commission. In response to these accomplishments and collaborations, listed below are some links to online resources for the GSTEP Framework.

The history of the GSTEP Framework website at ncate.coe.uga.edu/framework/artifacts/FrameworkHistory.pdf describes the background and history of the GSTEP Framework from its beginning in 2001 to 2005.

The GSTEP Framework (*The Framework for Accomplished Teaching*) is linked on the BRIDGE website at www.teachersbridge.org/index.php?page=framework_view&back=&submission_type=

The BRIDGE (Building Resources: Induction and Development for Georgia Educators) at www.teachersbridge.org/is an online resource for P-12 teachers. Teachers can search the BRIDGE database by keywords, questions from beginning teachers, and through the GSTEP Framework.



Diane L. Judd, Ph.D.

Early Childhood &
Reading Education
Chair, GSTEP Technology
Valdosta State University

- * When you make an error in your classroom (and you will), be the first one to laugh. Your students will be completely caught off guard, and they will recognize that you are also human. Teach your students that all of us can learn from our mistakes.
- * Renew yourself spiritually every day.
- * Do not engage in school gossip. A positive attitude promotes a professional demeanor.

Teaching provides an opportunity like no other to make a significant difference in the lives of young people. Your challenge is to mold the future leaders of our nation into productive citizens.

Enjoy the journey.



Planting a Seed



"The Journey"

So, you have begun the journey towards being a real teacher. Congratulations! If you are a student teacher, you are finally in the classroom teaching lessons to actual live students. You first year teachers finally have a class to call your own, a mailbox in the school office, your name on a door, and even....e-mail! So you think you have arrived? Ah, but the journey has just begun!

When will you no longer be "the new teacher"? When will you be totally confident about everything you are going to do? When will the hard part be over? When will your work be finished? Well, unfortunately, the answer is.....not as long as you are a teacher.

Teaching, you see, is an on-going journey. While we know we are there to teach the students, we too are learning all the time as we go. Everyday, the teachers teach the students and the students teach the teachers. There is so much to know and the world of education is an ever-changing one. Every step of the way, the continued learning on the part of teachers leads to more effective teaching practices.

It is arduous and it is exhausting. But, it is also exhilarating. It is more rewarding than any other job one can do. At times, you feel that you need to



be like the six million dollar man or the bionic woman....."better, stronger, faster...." With each new challenge, teachers become more overwhelmed. Some teachers can even have second thoughts about their career choice as the demands of the job become more daunting.

So, what should you do? Abe Lincoln has been quoted as saying, "Most folks are about as happy as they make up their minds to be." How will you maintain your enthusiasm for the profession you have chosen? What makes teaching fulfilling? How is one to get it all done? One key is collaboration. Networking. Let go of the myth that capable teachers shouldn't need assistance from others. It is not a sign of incompetence to seek out the expertise of colleagues. Proficient teachers do not work in isolation. In fact, the most accomplished teachers are those who are in the company of mutually supportive colleagues.

Learning to both give and receive help is crucial to a beneficial relationship with your fellow teachers. Ralph Waldo Emerson said, "It is one of the most beautiful compensations of life that no man can sincerely try to help another without helping himself." As we all learn from each other and work together in a support system, the full experience helps develop the characteristics of practiced, competent teachers.

Sharing commentary and dialogue with other

professional educators is a great learning tool. Reflecting on your daily practice and the "why" behind what you do in your instructional choices will reinforce your determination to do the best job possible. Talented teachers continue to build their content knowledge and keep up an awareness of best practices. Make a decision to become more thoughtful about your own practice. Maintain your forward momentum. This is a great journey! So, why are you doing this? How long can you hold on? When will you be considered a successful teacher? You are truly a success when the journey itself is the reward.



Melanie Mares

6th grade Language Arts Teacher &
Team Leader
Lowndes Middle School
2005 Lowndes County Schools Teacher of
the Year
National Board Certified Teacher

Notes from the GSTEP Director's Desk



Dr. Lynn Minor
GSTEP Director
Valdosta State University

This has been a very productive year for the VSU GSTEP team. Two of the main goals of the team this year have been the development of a training module to accompany the Accomplished Teacher Observation Tool and the validation of the GSTEP assessment instruments. We have continued to work closely with the University of Georgia to accomplish these goals.

Last year, the Accomplished Teacher Observation Tool was adopted by the VSU College of Education to use with all student teachers. To assist with this adoption, a committee of VSU faculty, public school teachers, and public school administrators developed the *Accomplished Teacher Observation Tool: Instructions for Use* manual. In addition, a training module with videotapes and activities was developed. The committee piloted the training with faculty from the Department of Early Childhood and Reading Education, Middle Grades and Secondary Education, and Adult and Career Education fall semester. This semester, training was provided

for other faculty in teacher education programs at VSU and faculty at Georgia State University. We also provided training for VSU Education Specialists students who will be using the tool to provide feedback to the Alternative Certification Track (ACT) candidates.

The VSU GSTEP team is currently working on the validation of the Accomplished Teacher Observation Tool. Student teachers and mentor teachers in Lowndes County Schools and Valdosta City Schools were asked to be involved in this study to determine the inter-rater reliability of the tool. Training was provided for all interested student teachers and mentors. Each student teacher is now teaching a lesson that is being videotaped for a self-assessment. The mentor teachers and university supervisors are observing these lessons in person and assessing the student teachers using the observation tool. All three observation tools from each lesson will be compared to determine the inter-rater reliability. Data collected from all student teachers for the past three semesters will be used to determine the validity of the tool.

The GSTEP Self-Assessment for Accomplished

tool for teachers at all levels of experience to identify areas of strength and weakness. If you are interested in completing the self-assessment, it is available at <http://dx2.tsars.uga.edu/survey> After you have completed the self-assessment, you may want to access the GSTEP BRIDGE Online Resource to get some great resources that will be helpful to you. The BRIDGE is available to all educators at www.teachersbridge.org

We excited to report that the GSTEP Accomplished Teacher Framework has been adopted by the Georgia Professional Standards Commission, the Board of Regents, and the Georgia Department of Education. It has been renamed the Georgia Framework for Teaching and is being revised to provide a continuum of professional growth. We are currently working with the University of Georgia and Georgia State University to develop assessment lenses for the Georgia Department of Education's Teacher Success Model that will be aligned to the Georgia Framework for Teaching.

ELEMENTARY ATHLETIC ACTIVITIES (PART 1 of 3)



Walking, Running and `Hurdling`

David Murrie

Track and Field Athletics as part of the curriculum, can be considered as 3 groups of fundamental movement challenges, based on the generic patterns of running, jumping and throwing. These activities form an opportunity for the acquisition of transferable movement skills, for physical challenge, for healthy exercise, for talent identification, for interesting cross curricular work in maths, science and geography as well as health, safety and personal development and for understanding of the sport of track and field athletics.

The important thing is that all pupils gain an active, positive, regular and progressive experience of these three movement activities relevant to their development. It is as inappropriate to have infants take part in adult, Olympic style competition as it is for them to play full sided Football on a full size pitch. Further, although Award schemes can be excellent, athletics in physical education must be more than testing and measuring and must give worthwhile, quality experience to all abilities.

In order to present a clear progression of worthwhile activities for primary physical education lessons the material is presented by group, but it is important that children are given regular opportunities for expressing running, jumping and throwing in each lesson. To avoid repetitive physical stress as well as boredom, do not spend a whole session on just one activity group. The running activities within athletics in the primary school should include race walking, sprinting, hurdling and distance running, presented in an interesting, fun, very active way that allows for progression, personal discovery, planning and evaluating and accommodates large, mixed ability classes. Here are some ideas for activities that can achieve this with classes from year 4 to 6.

The class can begin their warm up in the changing room, shaking and swinging their limbs and then running softly on the spot, followed by brisk (quiet) walking to the out-

doors and then jogging to the netball court or other activity area. The athletic challenges can then progress in intensity, introducing up to 3 specific mobility stretches at appropriate points in the lesson.

I begin the first lesson with the children in pairs opposite each other standing behind lines 10m apart. Holding up their right hands they move so that their hands face directly, and their partner is thus to their right as they look at them. On the shout of "go" one of the groups start **walking** as fast as they can across to the other line of pupils. When their partners hand is touched, they can set off as fast as they can walk to cross the first line. With a short distance and a lot of children active at the same time the competition is fun and the children are not overly self conscious. At this stage the children can be checked for following instructions and observing fair play.

After two or three goes the children can be moved 20m apart and demonstrations of good walking can be given. Look for good posture, flexible ankles and hips, fast feet and arms. Here you can introduce some mobility work for the ankle and calf.

The rules of unbroken contact and straightening the supporting leg can be introduced and children can try judging, and exploring varieties of walking including "silly" walks e.g. keeping the hips as low to the ground as possible, keeping the legs straight, try moving your arms faster than your legs etc. The class can begin to appreciate what is effective and efficient. Continue the shuttle relay contest asking the children to "sprint walk". Later they can try a distance event (in effect "power walking"). Spread half of the group around the outside of the netball court with their partner inside the court. How many times can you walk around the netball court in 2 minutes without cheating? (partner acts as the judge) Now see if your partner can match your distance. Note, when you call time, (avoid shouting "stop") do the children break into jogging? Children can explore whether it is easier (more efficient) to walk at their top speed or run at the same speed.

This leads into a consideration of **jogging** and sustained running. Pupils can explore jogging; a heel, ball, toe, running action at a pace that it is still easy to run and talk. Do they all land on their heels?

The pupils should also explore pace judgement. Ask the children to try to run relaxed around the netball court, at an even pace and try to get back to their individual start point in exactly 25 seconds. Try it again. How many laps do the children think they could do at that pace without stopping? Pupils can plan to run the equivalent of around their county, or the State etc. over a term, in manageable weekly amounts by exercising regularly during the lunch breaks or in after school activities.

Distance running activities can be combined with some excellent material available on orienteering and on triathlon (Mini Tri), for the elementary age range.

A useful cross-country challenge is known as the "Chinese relay" where you pair the strongest runner with the weakest, the second strongest with the second weakest etc. throughout the group. The "A" runners set off in one direction around the course, carrying a ribbon, whilst the "B" partner sets off in the opposite direction. When the two runners meet, the ribbon is exchanged and they turn around running back the way they have just come. On reaching the start point they are each given a finish position. The pair with the lowest combined score is the overall winner. In this challenge, all pupils arrive back within a short space of time of each other and the better the runner the further they run, giving differentiated exercise, as well as opportunities for appreciation of working for and encouraging each other's efforts regardless of ability and for further debriefing.

To appreciate **middle distance running** the pupils can be divided into teams and attempt to beat the World record for the 800m as a relay. Pupils can decide themselves how to break up the distance in accordance with the abilities of the members of the team.

Pupils can warm up for **sprinting** by progressively faster runs over a distance of 10 to 30 metres, and appropriate hamstring stretch (e.g. sitting with straight legs, walk your fingers down your legs until you feel stretch at the back of your legs and then hold this position for ten seconds) can be included as speed increases above jogging. Encourage in different runs; running tall,

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GSTEP Lives on in the Work... (continued from page 1)

GSTEP was originally designed to inform induction; additionally it is believed that a clearly stated description of a beginning teacher assists in promoting a new way of thinking about a teacher's career path. Work is now in progress to define the expected knowledge and performance of a beginning teacher. These definitions will be used to classify the basic stage on a continuum. The basic level should serve as the minimum expectation of a teacher preparation program, the beginning stage for a new teacher. Defining the basic stage is an acknowledgement of a career process we all knew existed. It will also provide public recognition of and criteria for the career path of an educator while providing a tool that will support the continuous growth process.

Development of the continuum that defines the career path of a teacher, novice to accomplished, should also recognize teachers who go beyond the expectations outlined in the accomplished teaching framework. Exemplary teachers throughout the state are often the ones who quietly lead with little reward, who leave the classroom for administrative positions or leave education entirely. Many teachers have had little concept of advancement without leaving the classroom because very few opportunities existed. The descriptions of exemplary teachers are in the process of development at this time. They are new territory that will provide a description of teacher knowledge and practice that will inform the profession and public of the importance of teacher leadership. Descriptions of exemplary teachers might be used to inform the work of identifying criteria for a Master Teacher.

A continuum of teaching performance (basic, accomplished and exemplary) developed by the Integrated Standards Strategy Team, informed by the Professionalism and Distributed Leadership Strategy Teams of the Committee on Quality Teaching, reflects the collective insight of the teams. The team is now in the process of writing an intermediate level of descriptions that have been entitled "proficient." As specific programmatic connections have been found for the utilization of the other three stages, the proficient level has been identified as the result of quality induction, assisting a novice (basic) teacher as they develop proficiency in their new environment.

For the first time, Georgia teachers will see a career path that outlines possibilities for advancement as a teacher. They will have access to a continuum of expectations, shared

standards for preparation, certification, professional learning, recertification, and recognition. These opportunities will be derived from what will be known as A Framework for Teaching for Georgia. This framework was built on the developmental work of GSTEP. The Framework will be formulated on a simple principle, continuous improvement for all, students, teachers, and administrators.

One programmatic use for the framework has already become clear. Georgia law §O.C.G.A. 20-2-210 has charged the State Board of Education to develop a model for annual performance evaluation. The performance evaluation will serve as the foundation for state initiatives to recruit, train and retain quality teachers. The law requires that annual teacher assessments contain the following components that are not included in the current state model:

1. "The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher;"
2. "Participation in professional development opportunities and the application of concepts learned to classroom and school activities"

In the past, all teachers, those with no experience and those who had 30+ years of experience, have been evaluated against the same checklist of expectations. Teachers were scored as satisfactory or needs improvement without definition or expectation of excellence or leadership. The checklist did not support a career path or requirements for continued learning and development.

A new teacher assessment based on performance standards (The Framework and the subsequent continuum, Basic to Exemplary) and student learning measures will better support job-embedded professional learning, a career growth process and accountability for student progress. Teacher assessment should support the work of teachers, schools and school districts as accountability requirements for student achievement continually increase. The new assessment, Georgia's Teacher Success Model, will be designed to:

- * support and improve teaching practice through the development of methods, tools, resources;
- * provide clear expectations for teachers (novice to master),
- * guide support professionals (mentors and academic coaches) and school leaders

(department heads and principals) as they work with teachers, and

- * assist district level administrators to assess teaching practice and its impact on student learning;

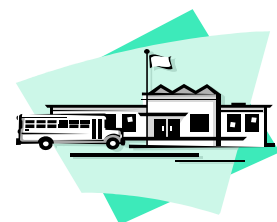
In addition, the Success Model will:

- * be built on *The Framework*
- * differentiate for teachers along the career growth path
- * give additional support based on need
- * provide collegial support for everyone
- * connect directly to data on student learning
- * promote a shared focus on continuous improvement

The good news is that GSTEP lives on. It has been adopted by the State Board of Education as the foundation for Georgia's Framework for Teaching on which all teaching quality initiatives will be based. The Professional Standards Commission and Board of Regents are in the process of endorsing it as the basis for all teacher preparation and certification programs. It is a viable product that will inform state work for years to come.

We at the Department of Education are grateful to the Georgia Systemic Teacher Education Program for the development of such a valuable home-grown, research-based instrument that will lead us all into the next generation of quality teaching in Georgia. We will hold to the principles on which GSTEP was based, and continue to promote the best use of The Framework for its original intent, improved learning for all.

Wendy Hughes is Director of the Teacher Quality Division, Office of Teacher and Student Support in the Georgia Department of Education (http://public.doe.k12.ga.us/tss_teacher.aspx)



ELEMENTARY ATHLETIC ACTIVITIES (continued from page 5)

pushing back against the ground, relaxed hands, high knee lift, keeping the head steady and smiling faces, concentrating on one aspect at a time. Try grimacing and tensing the whole body for 5 seconds then relax and run with high hips, low shoulders and relaxed jaws.

As an end activity, children can race with a potato crisp (or an imaginary one!) between index finger and thumb. If they manage not to break the crisp they get to eat it.

Try standing still and sprinting just with your arms for 10 seconds. How does this feel? How did the speed change throughout? Did you tense up? What does this tell you about sprint racing? To develop and encourage sprinting keep distances short and activities fun.

Include games, slalom runs, chase activities and relays, rather than just teaching the closed technique of a start. Rather than only racing over set distances, can the pupils estimate how far they can run in the World record for the 60m? With a partner they can set a marker, and then half the group can run on your signal whilst you check the watch to shout "time", and the partners can mark the distance completed and see what proportion of the full race distance the runner covered.

Relays provide a wealth of physical activity and learning opportunities, but bear in mind that properly timing and executing the role of the runners in the changeovers is fundamental



to success, rather than just the technique of handing the baton over. The runners must be sprinting and the essence of the activity is more of a chase game set up so that the outgoing runner is only just caught, rather than an emphasis on the co-operative handing over of a baton.

Good sprinting leads into **hurdl**ing which can begin by children sprinting over "canes", or foam pipe-insulation, equally spaced on the ground. Be sure to do some mobility exercises for the hips but remember that the sitting hurdle stretch is potentially damaging to the knee so should not be encouraged. Groups of children of similar sprinting stride-length, work together and place the canes so that when they are sprinting they take 3 strides in-between each cane and do not adjust their running action to cross the canes.

Then 2 canes, or ropes can be introduced at each "hurdle" point and these should gradually be spread further apart, encouraging the children to stretch over the gap. The gap can become a mat laid cross-ways and when the children are sprinting full speed, without inhibition, the "cane" can be placed on and at the far edge of, the mat and gradually raised on blocks and cones. By having the "hurdle" at the far side of the mat the children are encouraged to reach for the hurdle and not to get close and jump.

Note that until the "hurdle" reaches about knee height of the pupils they will not have the necessary challenge to their sprinting to need learn to adjust and

rotate the trailing thigh out horizontally into the hurdle action. Remember hurdling is sprinting and the challenge needs to be set so that the children continue to run as fast as they can. To progress, gradually stretch the distance between the hurdles, then raise the height, then stretch the hurdles apart, then raise the hurdle height etc.

A good activity to finish on is a shuttle relay against the other groups, with handicapped starts if necessary to have a close race. The first runner sprints over the group's 3 hurdles then turns left and sprints straight back to a hand touch changeover with the next in the group. The race ends when the last runner gets back across the start line. Remember only to have children cross the barriers in one direction so as to get into good safety habits.

To finish a session the children can then collect the equipment, jog slowly back to the school door or around the gym, slowly repeat the stretches they have done in the lesson, walk briskly and quietly back to change, and then reflect on something they did well and enjoyed, and review what they learnt including talking, writing, reading and creating images about the activity.

David Murrie is Chair of Sport and Exercise Sciences & Senior Lecturer in Sports Coaching, University of Paisley and Coach Educator, British Athletic Federation and Irish Association of Snowsports Instructors.

NOTE: Parts 2 & 3 of *Elementary Athletic Activities* will be published in the May edition of the *Tipster*.

Greetings from the Editor

How much do you know about **RESAs** and **GLRS**? Could you explain what the acronyms represent if someone were to ask you? These acronyms stand for two state agencies that provide services that all Georgia educators (new and experienced) can utilize. **RESAs** are **Regional Educational Service Agencies**, established to provide shared services to improve the effectiveness of educational programs and services of local school systems and to provide direct instructional programs to selected public school students. **The Georgia Learning Resources System (GLRS)** is a network of 17 centers throughout Georgia that provide training and resources to educators and parents of students with disabilities. To find out more visit the following websites:

RESAs:

http://public.doe.k12.ga.us/tss_school_improve.aspx?PageReq=TSSSchoolImpRESAS

GLRS:

http://www.glr.org/georgia_learning_resources_syste1.htm

Shirley Andrews, Editor



Can You Explain?



To answer the following question, you have to let your brain think in different ways than you may be used to:

Question: A girl who was just learning to drive went down a one-way street in the wrong direction, but didn't break the law. How come?

Find the answer to this question and other **Brain Boosters** at **Discovery Education** (<http://school.discovery.com/brainboosters/ateral/canyou.html>)

You are cordially invited to attend the
"No Teacher Left Behind"
Induction and Master Teacher Conference

May 10, 2006

8:00 a.m. to 4:30 p.m.

The University Center
Valdosta State University
Valdosta, Georgia

Conference Information and Registration: <http://coefaculty.valdosta.edu/stan>

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