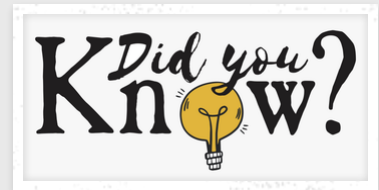


CONTINUING ED. CONNECTION

MAY 2021

DID YOU KNOW?



- Blue jeans were official invented in May of 1873.
- The Empire State Building opened on May 1, 1931.
- On May 20, 1932 Amelia Earhart flew across the Atlantic Ocean, marking the first solo flight by a woman.
- The Golden Gate Bridge in San Francisco opened May 27, 1937.
- The birthstone for May is the emerald which represents love and success.
- In any given year, no month ever begins or ends on the same day of the week as May does.
- May is the month of autumn in the Southern Hemisphere, and spring in the Northern Hemisphere.
- Martha Jane Canary, better known as Calamity Jane, May 1, 1852.
- Dwayne "The Rock" Johnson, May 2, 1972.
- Audrey Hepburn was born May 4, 1929.
- Star Wars Day is celebrated on May 4, as in May the Fourth be with You!
- Cinco de Mayo is celebrated every May 5th.
- Armed Forces Day is the third Saturday of May.
- Memorial Day is celebrated the last Monday of the month.



SUMMER EXCHANGE DAYS

Every contract employee (187 days, 216 days, 226 days, etc.) is required to complete exchange day hours and apply them to these 3 exchange days scheduled for November 22-24.

If an employee opts out of completing exchange time or does not complete the required amount of hours, those exchange days/that time will be recaptured by the district.

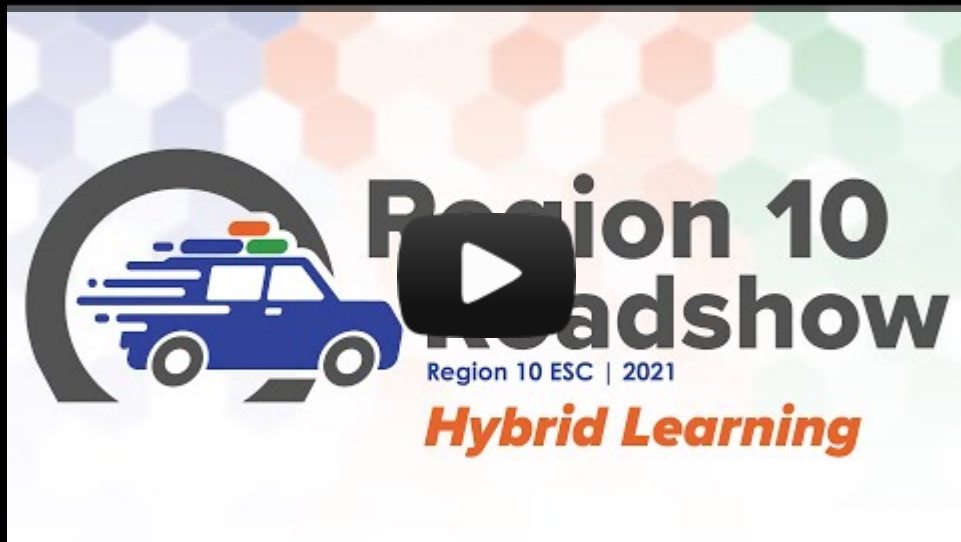
3 exchange days equals a total of 18 hours of CPE credit

Exchange day credits must be earned between May 31, 2021 and July 30, 2021 (during non-contract time). Training hours completed prior to or after this window will not be counted toward exchange days.

EXCHANGE DAY REMINDERS:

- Exchange Days are REQUIRED!
- 3 days = 18 hours/CPE credits
- Exchange hours must pertain directly to the employee's current position/job placement.
- For classes to count for exchange hours, employees must be able to supply documentation of course completion (certificates, transcripts, etc.) Registration documents will not count.
- Credit requests must be entered and approved in Eduphoria Strive. Directions can be located [HERE](#).
- Face-to-face courses are encouraged.
- The mandatory SafeSchools safety and compliance training will only count for 3 exchange hours.
- Only hours completed during the May 31-July 30 window can be used for exchange day credit. This time must be completed off contract time.
- If exchange days are not completed, that time will be recaptured by the district.
- New hires for the 2021-2022 school year will earn their 3 exchange days during New Teacher Orientation.





REGION 10 ROADSHOW

Registration is now open for the Greenville Region 10 Roadshow!

The Roadshow will be hosted at the CTE Center and GHS on June 22nd and 23rd. A variety of courses and learning opportunities will be incorporated into the event. It will be a great time to collaborate and soak up new information.

Participation in the Region 10 Roadshow will also count towards exchange day credit for the 2021-2022 school year.

Register today! Space is limited!

<https://www.region10.org/programs/r10-summer-roadshow/greenville/>



UPCOMING REGION 10 OPPORTUNITIES

May 3

- Revitalizing the Gen Z Learner

May 4

- Meaningful Math in Pre-K
- Underrepresented GT Populations

May 5

- Youth Mental Health First Aid
- Restorative Practices in the Classroom

Thinking Like a Digital Historian

May 12

- Mathematics Achievement Academy: Problem Solving & Discourse
- Forgotten Voices in History
- Student, Parent, and Family Engagement

May 19

- Linking Literacy for Social Studies Success

May 20

- 29 Pieces Education: Artists Making a Kinder World

May 27

- Educational Office Professionals Webinar
- Math Solutions Circles: What's working? What's not working? What can we do for you?

May 31

- Creating Digital Learning Menus from the ELAR IFDs
- Navigating the ELAR Gap Implementation Tools
- Look's Who's Talking Now - Meeting the Language Milestones

Register and find more courses [HERE](#)

MAY FOCUS:

Grit | *Noun*

COURAGE, bravery, pluck, mettle, backbone, spirit, strength of character, strength of will, moral fiber, steel, nerve, fortitude, toughness, hardiness, resolve, resolution, determination, tenacity, perseverance, endurance; informal: guts, spunk.

GRIT MAKES ALL THE DIFFERENCE!

Grit is perseverance and resilience combined. When a person has grit, they are able to learn and accomplish more. Grit can be considered the sustained application of effort towards a

long-term goal is the biggest predictor of lifelong achievement.

Research shows that when life is easy, although we may enjoy the pace, we do not learn or grow much. Learning and growth come from struggle. We learn through challenges and failures. The more we work to conquer these, things more we develop and improve.

Grit means having passion. Grit means sticking to your goals. Grit means getting back up when you get knocked down. Grit means moving forward and pushing through failure and obstacles.

Everyone needs grit!

Kids with character: Grit



TEACHING STUDENTS THE VALUE OF GRIT

Incorporating lessons on grit into the classroom will help students learn valuable, necessary skills. Incorporating direct teaching that promotes building perseverance and stamina will help our students grow, thrive, and achieve more.

Learning is hard work. Improving is hard work. Students need to be taught the characteristics necessary to do both.

Research indicates that grit is developed through adversity, and there are five main characteristics that play a role in that development. The main characteristics identified are: courage, intentionality, endurance, and resilience.

Courage - Courage is developed when we are outside of our comfort zones. Trying new things and tackling our fears helps us build courage.

Intentionality - Grit is not developed by accident. It comes through planning and setting goals,

effort.

Endurance - It is important to realize that success is not necessarily about winning, but there is an importance in finishing. You don't just start the race, you finish it. Endurance comes when you feel exhausted and worn out, but you move forward anyway.

Resilience - Resilience comes from anchoring down and pushing through when you hit adversity. It is the mindset of continuing even when you are not achieving what you'd hoped. It is getting back up even when you have fallen repeatedly. You learn to be resilient by not letting your fears or failures define you.

Pursue Excellence not Perfection - Failure will be a part of the process. We cannot let the desire to do things perfectly, or the fear of not being able to do things perfectly, to stop us from pursuing our goals. Students need to be taught the value of the journey, not just the destination.



COURAGE IN THE CLASSROOM

Building courage can be taught and reinforced in the classroom through purposeful activities.

1. **Name Your Fears** - Helping students put feelings into words allows them to process and approach their feelings more easily. Students need to be able to identify and describe what scares them. Rather than denying or minimizing their fears, students can speak or write about them. Then, they can work on ways to address and overcome their fears. For older students, writing prompts and class discussions can work. Younger students can use matching cards to connect ideas to their fears/feelings.

2. **Incorporate Different Routines** - Students can build courage by increasing their ability to handle change. This can start small. Have students try to draw or write with the opposite hand. Change up groups and partners. Encourage students to talk to someone in the halls that they have never talked to before. Encourages students to stand up for something they believe in that they have not shared before. Trying something new and out of their comfort zones, will help students boost their courage.

3. **Experience and Conquer Nerves** - Fear often stops people from having fun or expressing themselves. Encourage shy students to try to use their voices more. When students are nervous, encourage them to try anyway and realize they are stronger than they realize. Try incorporating moments in the

classroom for all students to share, take risks, and experience nerves in a productive environment. Even encouraging students to express their own individual styles can help them feel more courageous and bold.

4. Create Space for Boldness - Incorporate ways for students to find and grow their passion. This can be through writing, group share, presentations/projects, and more. Have students try tasks they would usually shy away from in class. Allow the quietest person in class to teach the lesson. Encourage someone who struggles with handwriting to be the scribe at the board. Each time students are encouraged to be bold, their confidence and willingness to persist will increase.

5. Acknowledge Strengths - Research has shown that when people understand their strengths, they feel happier and more confident, even when things are challenging or going wrong. Intentionally point out to students where they excel. Remind them of their strengths frequently and share with them ways their strengths can be applied. This will help students feel more courageous in other areas and approaches.

6. Mentoring - According to research, people who work with mentors excel further in life and in work. They earn more money, receive more promotions, feel a stronger sense of commitment, and are more likely to reach a higher level of fulfillment. Mentoring helps develop insight and awareness, both of which lead to more fully developed courage. Consider mentoring students, even if they are not in your classes, to help them grow and become more confident.

INTEGRATE INTENTIONALITY

Intentional teaching inspires intentional learning!

Students often ask why. Why do we need to learn this? Why is this important? If we are being intentional, there will always be clear answers to those questions. We do not need to get mad about these questions. We need to be sure we are ready to answer them.



We *should* ask ourselves before every lesson, *Why do my students have to know this?* Finding the answer is part of being intentional with one's instruction—and it's one of three key imperatives for effective teaching, along with having high expectations and being supportive.

There are four key things for teachers to think about when being intentional. It's good to reflect on these throughout the school year, and self-assess how you're doing:

1. Make the most of every minute.
2. Help students develop deep knowledge.
3. Coach students to mastery.
4. Help students do something with their learning.

Students need to see us being thoughtful and purposeful in our choices and behaviors. This provides a model for them to follow and sets a standard for intentionality.



INCREASING ENDURANCE

Teaching endurance means building stamina in our students. Just like you build the stamina to run long distance, you also need to build stamina to read, write, listen, and even sit. Everything we do is affected by stamina.

A child's ability to do anything for a long period of time absolutely affects what they are able to learn. As a teacher, it is unfair to expect students to do something that they have not been taught, seen modeled, and practiced. Practice builds stamina.

HOW CAN YOU HELP BUILD A CHILD'S STAMINA?

1. Set realistic expectations and goals. Start with a reasonable goal. If you were training for a marathon, would you force yourself to run the entire distance the first time you ran? We need to have the same understanding for the needs of young learners. Help them set goals that are SMART. Each time they reach the goal, set a new one. This will build their stamina for learning.

2. Monitor and celebrate PROGRESS. Don't measure success by completion, measure success by growth. *Monitor and celebrate PROGRESS.* Don't measure success by completion, measure success by growth.

3. Be Consistent. If you only run once a week, you won't be ready for a marathon. The same concept applies when learning in the classroom. If you want a child to build stamina for anything, you must provide consistent structure, practice and expectations.

Building endurance is essential in EVERY classroom and for EVERY task. We have to take the time to teach students to increase their stamina.

RECHARGING RESILIENCE

Resilience is the ability to meet and overcome challenges. Students need to see this modeled and have opportunities to practice the skill themselves. Resilience is necessary for students to achieve academic and personal goals.



Booker T. Washington stated, "I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles overcome while trying to succeed." This is something our students need to understand.

Resilience is not a genetic trait. It is not something that some people have and others do not. Resilience comes from the way we deal with challenges. We have to choose to get past them instead of giving up when we are faced with them.

Teachers can emphasize this with students by teaching them to have a growth mindset. Students need to realize that just because they don't reach the goal the first time, giving up is not the answer.

Resilience can be cultivated by:

1. **Promoting Resilience Through Writing and Discussions** - Students can use their own experiences or those in literature. Have them think about a time when a person faced adversity and was still able to succeed. How did they react? How did they overcome it? What strengths did the person have to rely on to overcome? What support did they need from others? What did they learn? How can we apply this to other challenges?
2. **Encourage Self-assessment** - Have students reflect on why they are struggling and/or succeeding. Have them identify what stressors they have and how they deal with them. They need to address what works and what does not.
3. **Help Students Learn from Failures** - When failures occur, work with students to find learning in the failure. Ask them important questions like: What contributed to your failure? What can you do differently next time?
4. **Highlight Resilient People** - Share stories and videos of resilient people with your students. Opportunities abound to connect resilience with personal success, achievement, and positive social change. Expand discussions about political leaders, scientists, literary figures, innovators, and inventors beyond what they accomplished to the personal strengths they possessed and the hardships they endured and overcame to reach their goals. Help students learn to see themselves and their own strengths through these success stories.
5. **Build Supportive Relationships with Students** - Good student-teacher relationships are those where students feel seen, felt, and understood by teachers. This happens when teachers are

attuned to students, when they notice children's needs for academic and emotional support. These kinds of relationships strengthen resilience.



ENCOURAGE EXCELLENCE

No one is going to be perfect. The fear of not doing things perfectly can interfere with our desire to try or persevere. Striving for excellence instead of perfection allows you to understand that failure will be a part of the process. Aiming for excellence allows you to embrace the journey and the growth.

Excellence can be encouraged in the classroom by setting high expectations and encouraging all students to keep striving to reach them. Identify exactly what is needed to reach success in your class, subject, etc.

Once high standards have been set, we can start ensuring that all students know how to meet them. The bank of excellent work is one way to do this; it can be annotated to explain the criteria it meets and then displayed and discussed.

One of the most powerful ways to support a culture of excellence is through live modelling, where the teacher answers a question themselves and explains their thought process in front of the class.

Model excellence at all times! Make sure that your students see you exhibiting respectful, professional, and passionate behaviors. Be challenging and supportive. Be inclusive to all students, even those that are not open to excellence right away. Keep your lessons relevant and engaging, so students know you are putting effort and purpose into what you teach them. Let them see that you value preparation and quality. Set the bar for excellence and show students how to reach it. That will create a culture that promotes them doing the same.

Grit Is A Choice

GRIT VIDEO RESOURCES

ELEMENTARY

- [Using Grit to Succeed in School](#)
- [Perseverance - Finding Nemo](#)
- [Build Character Build Success: PERSEVERANCE](#)

SECONDARY

- [What quality do the most successful people share? True grit](#)
- [Why Effort Matters More Than Talent](#)
- [Grit](#)

Grit
IS LIVING LIFE
LIKE IT'S A MARATHON
NOT A SPRINT

BREVITY



CONTINUING EDUCATION DEPARTMENT

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