

# BOOK BUZZ

**Welcome to the ROE #11 Spring Book Buzz!** Educators can earn professional development hours while snuggled up with a good book. This event will run March 7<sup>th</sup> through May 2<sup>nd</sup> and new books will be selected for the summer. Educators may choose to do more than one text, but the cost of each book study is \$25.00.

**To participate:**

1. Select and purchase one of the books suggested below to read.
2. Go to [www.roe11.org](http://www.roe11.org) to register for your selected text.
3. Choose any 3 activities listed below to show your professional thinking and growth. Make sure to answer in complete sentences and with detail.
4. Submit the three activities as a Google Doc file with edit access to Katie O'Dell at [kodell@roe11.org](mailto:kodell@roe11.org) by Monday, May 2<sup>nd</sup>.

**Text Options**

*Professional Development hours are awarded based on the text selected.*

***Go See the Principal: True Tales from the School Trenches*** by Gerry Brooks – 2019 – 4 PDH Credit

***Shattering the Perfect Teacher Myth: 6 Truths That Will Help you THRIVE as an Educator*** by Aaron Hogan – 2017 – 5 PDH Credit

***Poor Students, Rich Teaching: Seven High-Impact Mindsets for Students from Poverty (Using Mindsets in the Classroom to Overcome Student Poverty and Adversity)*** by Eric Jensen – 2019 – 7 PDH Credit

***The Burnout Cure: Learning to Love Teaching Again*** by Chase Mielke - 2019 – 5 PDH Credit

**Activities**

<p><b>WHY?</b></p> <p>Why did you select this book? What is the purpose behind your reading? Provide a detailed response which will show your growth intent and why you want to learn more about the topic this book discusses.</p>	<p><b>BEST PRACTICES</b></p> <p>As you read the text, reflect in detail on your current practice as an educator. How does this content relate to your teaching? What are things you are already doing? What things do you think you need to work on as it related to this content? What are some “best practices” that you have gained from reading this text?</p>	<p><b>CHAPTER ANALYSIS</b></p> <p>After each chapter, please write down 2 detailed takeaways. A take-away can consist of the following: What did you learn? What “aha” moments developed? How do you think this can help you as an educator? Give the page number in which these takeaways took place.</p>
<p><b>STOP &amp; JOT</b></p> <p>Throughout the text, jot down detailed notes or ideas that spark your thinking from your reading. Please note the page number when referring to the text that sparked your interest.</p>	<p><b>SUPPORT</b></p> <p>After reading the text, think about what support you will need to help you implement any ideas you’ve gained. What barriers do you see in implementing said processes? Write a detailed response.</p>	<p><b>HILLBILLY ELEGY MOVIE</b></p> <p>After reading the book, watch the movie based on this book. Then, write a detailed reflection comparing the book to the movie and how you might use the knowledge you have gained throughout this activity in your own classroom.</p>
<p><b>YOUR REFLECTION</b></p> <p>Provide a detailed answer to each of the following questions:                      Identify what has challenged you when reading this text.                      Identify what has been reaffirmed.                      Identify what you will do moving forward.</p>	<p><b>THE BIGGER PICTURE</b></p> <p>After reading this text, how could you share this text with others to help them grow: teachers, students, administrators, parents? How can you be a support to others wanting to learn more? What can you do with this new information to show leadership in your school?</p>	<p><b>IN THE CLASSROOM</b></p> <p>Think about how you will use the content you just read in your classroom as an educator. Be sure to support this with evidence. What will you do? How will others know you are implementing? What does this look like? How will students react or benefit from this implementation?</p>