How Do I Know If I'm Teaching Well?

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• Welcome!
• *How Do I Know If I Am Teaching Well?*
• What makes a good teacher?
• Self-quizzes
• Discussion – questions?
• Closure
• Thank you for your active participation!
1. A survey.....
   Parents
   Students
   Administrators
   Colleagues

2. Of 3,000,000 teachers, 15,000 were named by all 4 groups as “excellent teachers......the best”.

3. 15,000 excellent teachers were observed, and the researchers checked for common characteristics.

4. They found six things that excellent teachers exhibited.

5. WHAT ARE THEY?
What makes an excellent teacher?

1. Good human relation skills
2. Good planning skills
3. Effective management skills
4. Effective teaching practices and strategies
5. Depth of knowledge in the content area being taught
6. Wise use and selection of texts & materials
GOOD HUMAN RELATIONS INCLUDE:

• A sense of humor
• Empathy
• Sincerity
• Dependability
• A wide background of experiences
• An enthusiastic way of speaking
• Self-confidence
Self-Quiz #1
HUMAN RELATION SKILLS

• You need to want to improve.
• Find a role model.
• Practice new behavior.

Add your score. Divide by 7. This is your average score for this quiz.
<table>
<thead>
<tr>
<th>* CONTENT</th>
<th>* PROCESS</th>
<th>* PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the student will learn</td>
<td>How the student will learn it</td>
<td>Evidence of learning</td>
</tr>
<tr>
<td>Long range plan</td>
<td>Short range plan</td>
<td>Monitoring your plans</td>
</tr>
</tbody>
</table>
The Lesson Cycle: Planning

- **Curriculum** = Body of material to be taught
- **Objectives** = Course goals
- **T.A.** = Task Analysis
  
  Of all the things that COULD be taught, what MUST be taught?

- **Write** your plans. (Content, process, product)
- **Teach** the lesson, then back to the next goal.
PLANNING

Guided reading

Lots of visuals & graphic organizers

Oral & project Assessments

Critical thinking Bloom’s Taxonomy

Group and pair work

Semi-scripted speaking

Vocabulary growth

Learner preferences = Multiple Intelligences

Supported writing

Listening; Pertinent questions
PLANNING

Plans are for whom?

- **Long-range** plans, a time-line of topics, pages, expectations
- **Short-range** plans for every 2 weeks: flexible & adaptable
- USE **VERBS** THAT ARE OBSERVABLE.

PLANNING includes 3 things:

1. **CONTENT / Competencies** (what’s to be accomplished)
2. **PROCESS** (TW) (how to teach it: listing key activities)
3. **PRODUCT** (SWBAT) (how students demonstrate their learning)
<table>
<thead>
<tr>
<th>Check when done.</th>
<th>CONTENT Competencies</th>
<th>PROCESS TW.......</th>
<th>PRODUCT SWBAT.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
### PLANNING

Subjects: .......................... Week of: ..........................

<table>
<thead>
<tr>
<th>Check when done.</th>
<th>CONTENT Competencies</th>
<th>PROCESS TW.....</th>
<th>PRODUCT SWBAT....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Spelling: List words here.</td>
<td>3. Explain words and definitions.</td>
<td>3. Mastery of spelling test</td>
</tr>
<tr>
<td></td>
<td>cell, DNA, Mendel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A SAMPLE LESSON

• A topic of interest
• Key vocabulary
• Guided reading is essential.
• A student’s success depends on the teacher’s ability to explain clearly.
MAY 20, 2013

TODAY’S WORK

• FOCUS: GEOGRAPHY

• ESSENTIAL QUESTION: What’s the connection between the rain forests and Earth’s atmosphere?

• VOCABULARY

• CLIMATE CHANGES

• CONSTRUCTIVE INTERACTION: Teams: RAINFORESTS

• CAUSE & EFFECT CHART: Climate Changes

• CLOSURE: What did we discuss in class today?

FACT OF THE WEEK

What animal is on the verge of extinction because its main food, bamboo leaves & stalks, is being cut down by humans?
VOCABULARY

water cycle
CO2 cycle
tropical rain forests
biodiversity
deforestation
cattle ranching
logging
ecosystem
moisture
soil
erosion
release
albedo

**FACTS**

• Rainforests = 8% of earth’s surface
• But, they have 50% of the Earth’s plants, animals, & insects species = BIODIVERSITY
• 10 % of all medicines come from plants in the tropical rain forests
Example: “ADAPTATIONS”

1. Look at key vocabulary: see, repeat, define.
2. Do guided reading.
3. Discuss.
4. Write a summary, or make a graphic organizer.
ADAPTATIONS

- 6th Grade book
- Vocabulary is highlighted in yellow.
- Read silently.
- Note new words.
- Do guided reading.
- Practice vocabulary.
- Discuss content.
SCIENCE TOPIC: Adaptation

• Find unusual activities or creative ways to present topics from your texts.
• If it's interesting for YOU, make it interesting for your students.
• EXAMPLE: "The Vonce".
What are these?

- water sources > sunlight > evaporation > clouds > rain > water sources.....
  
  **WATER CYCLE**

- sunlight >>> food

  **PHOTOSYNTHESIS**

- humans < O >> CO2... plants < CO2 >> O2

  **CO2 CYCLE**
Self-Quiz #2  
GOOD PLANNING SKILLS

• Long and short range plans are essential.
• Modify lessons for some students.
• Use a variety of activities.
• 30 points? More? Or less?
• You can improve IF you want to improve.
3. Effective Management Skills

PLANNING is with things.
MANAGEMENT is with people.

- Classroom rules
- Positives
- Consequences
- Consistency
- Wise use of time
- Monitor and adjust
Classroom Management

• What is the difference between PLANNING and MANAGEMENT?

• Planning is with THINGS.

• Management is with PEOPLE.
### Planning & Management: Use Rubrics

<table>
<thead>
<tr>
<th>SCALE</th>
<th>Excellent</th>
<th>Good</th>
<th>Need to improve</th>
<th>Not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Criteria 2</td>
<td></td>
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<td>Criteria 3</td>
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<tr>
<td>Criteria 4</td>
<td></td>
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<tr>
<td>Criteria 5</td>
<td></td>
<td></td>
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</tbody>
</table>
CLASSROOM MANAGEMENT

How to have students follow classroom procedures:

A smooth-running class is based on the teacher’s ability to teach procedures.
What is the #1 classroom problem?

• The number one problem in the classroom is not discipline.

• It is the lack of procedures and routines.

• DISCIPLINE concerns how students BEHAVE.

• PROCEDURES concern how things are DONE.
Procedures vs Routines…

- PROCEDURES: What you want students to do.
- PROCEDURES must be rehearsed.
- ROUTINES: What the students do automatically.
Procedures for getting students’ attention:

- Freeze.
- “Turn and face the teacher”.
- “1,2,3…..Eyes on me.”
- “Give me five.”
“GIVE ME FIVE.”

1. Eyes on speaker.
2. Quiet.
3. Be still. (Don’t move.)
4. Hands free. (Put things down.)
5. Listen.
CLASSROOM MANAGEMENT

The Effective Teacher

- Is always prepared.
- Prepares the classroom for effective work.
- Maximizes proximity to the students.
- Maximizes proximity to materials.
Parts of a Discipline Plan

1. Rules
2. Consequences
3. Rewards

If you don’t have a plan, then you’re planning to fail.
TYPICAL RULES: K - 12

STUDENTS WILL:

1. Follow directions: the FIRST time given.
2. Be respectful and polite to everyone.
3. Come to class every day with all materials, books, and any homework.
4. Arrive punctually to each class, immediately going to your desk, and staying there until Teacher tells you that you can leave it.
5. Keep hands, feet, & objects controlled and in their correct places.
Self-Quiz #3

EFFECTIVE MANAGEMENT

• To have a well-managed classroom, you need to have procedures in place that become routines with practice.

• 36 points = average
A. TEACHING STRATEGIES
- Questions and prompts
- Higher level thinking
- Stimulus variation
- Teaching for retention
- Teaching for transfer

B. TIME ON-TASK
- Emphasis on academics

C. REINFORCEMENT
- Any behavior continues if it’s reinforced.
- Any behavior will be extinguished if ignored.

D. LEARNING CLIMATE
- Rules, motivation, high expectations
A. TEACHING STRATEGIES

- Questions and prompts
- Higher level thinking
- Stimulus variation
- Teaching for retention
- Teaching for transfer
High Level Critical Thinking: Updated Bloom’s Taxonomy (2000)

- Create
- Assess
- Analyze
- Apply
- Understand
- Know

Real learning begins here.

Learning for life
High level thinking

Learning for school
**Desired Levels of Student Thinking**

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>CREATE / SYNTHESIZE</td>
<td>This tells you that a S can originate, combine, and integrate parts of prior knowledge into a product, plan, or proposal that is new.</td>
</tr>
<tr>
<td>5</td>
<td>EVALUATE / ASSESS</td>
<td>This thinking skill tells you that a S can appraise, assess, or criticize on the basis of specific standards and criteria.</td>
</tr>
<tr>
<td>4</td>
<td>ANALYZE</td>
<td>This skill tells you that a S can examine, take apart, classify, predict, and draw conclusions.</td>
</tr>
<tr>
<td>3</td>
<td>APPLY</td>
<td>Ss can transfer selected information to a life problem or a new task with a minimum of direction.</td>
</tr>
<tr>
<td>2</td>
<td>COMPREHEND / UNDERSTAND</td>
<td>Ss can grasp and interpret prior learning.</td>
</tr>
<tr>
<td>1</td>
<td>KNOW</td>
<td>Ss can recall and recognize information &amp; ideas.</td>
</tr>
</tbody>
</table>
# Examples of High Level Thinking

<table>
<thead>
<tr>
<th>1. Knowledge (Memory)</th>
<th>2. Comprehension (Understanding)</th>
<th>3. Application (Applying knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>list, name, identify, show, define, recognize, recall, state</td>
<td>summarize, explain, put into your own words, interpret, describe, compare, paraphrase</td>
<td>solve, illustrate, calculate, use, interpret, relate, manipulate, apply</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>(Memory)</td>
<td>(Understanding)</td>
<td>(Applying knowledge)</td>
</tr>
<tr>
<td>differentiate</td>
<td>classify</td>
<td></td>
</tr>
<tr>
<td>demonstrate</td>
<td>modify</td>
<td></td>
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<tr>
<td>visualize</td>
<td>put into practice</td>
<td></td>
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<tr>
<td>find more information</td>
<td></td>
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<tr>
<td>about</td>
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<tr>
<td>restate</td>
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<tr>
<td>analyze</td>
<td>design</td>
<td>evaluate</td>
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<tr>
<td>organize</td>
<td>hypothesize</td>
<td>choose</td>
</tr>
<tr>
<td>deduce</td>
<td>support</td>
<td>estimate</td>
</tr>
<tr>
<td>choose</td>
<td>schematize</td>
<td>judge</td>
</tr>
<tr>
<td>contrast</td>
<td>write</td>
<td>defend</td>
</tr>
<tr>
<td>compare</td>
<td>report</td>
<td>criticize</td>
</tr>
<tr>
<td>distinguish</td>
<td>discuss</td>
<td>justify</td>
</tr>
</tbody>
</table>
SIMPLY BY CHANGING THE VERB IN YOUR LESSONS, YOU CAN RAISE THE LEVEL OF STUDENTS’ THINKING.
Teaching for Transfer

Transfer occurs when prior learning affects current learning.

Positive transfer is when prior learning helps, enhances or improves current learning.

Negative transfer is when prior learning hinders current learning.

Plan for + transfer!
Things that help promote + TRANSFER:

1. Similarity
2. Association:
   HOMES, My very educated mother just served us noodles. (the planets).
3. Critical attributes. (Common Characteristics)
4. D.O.L. Degree of Original Learning
Teaching for Retention

- Students will be able to remember what you teach them, IF you use these techniques to promote retention:
  - High level thinking
  - Good guided practice
  - Understanding is the base of learning.
  - Understanding = clear explanation + guided practice
Things that help promote RETENTION:

1. Understanding.....comes from a clear explanation, frequent questioning, high level thinking
2. Guided practice
3. Models / modeling
4. Positive transfer of prior knowledge
5. Feeling tone
6. Degree of Original Learning (DOL)
B. TIME ON-TASK

- Emphasis on academics
- Use “sponge” activities
- Aim for high percentage of ALT (Academic Learning Time)
The 3 kinds of time in the classroom:

- ALLOCATED
- ENGAGED
- A.L.T.
TIME “On-Task”

Three kinds of time in the classroom:

• ALLOCATED TIME
• ENGAGED TIME
• A.L.T. (Academic Learning Time)

• 90% (50 minute class = 45 minutes ALT)
• Use sponge activities.
C. REINFORCEMENT

• Positive
• Negative
• Extinction
• To change behavior:

- reinforcer + example of what to do + a
+ reinforcer = change (over time)
D. LEARNING CLIMATE

- Rules & organization
- Motivation
- High expectations: by teachers for the students...and by students for their teachers.
POSITIVE EXPECTATIONS -
The Effective Teacher.....

- Creates an environment for all students to succeed.
- Expects that all students WILL succeed.
- Is a role model for students.
- Is open to new ideas and challenges.
From a six year old.....

My teacher thought I was smarter than I was, so I was.
Self-Quizzes # 4 & # 5
Teaching Strategies (A & B)

The 4 categories:
1. Teaching strategies
2. Time on-task
3. Reinforcement
4. Learning climate

Do I use these strategies daily? Did I get at least 30 points on each quiz?
5. Knowledge of Content Area

- You cannot teach well what you don’t know well.
- Recognition precedes production.
- Acquisition activities get better results than learning activities.
- Comprehensible input helps to promote learning.
- Know about educational leaders and researchers.
Mastery in English

- Logically, the more time spent listening and speaking English, the more English students will learn!
- Fluency develops from procedures and routines in English.
- Use music & games.
- Use research results.
• MULTIPLE INTELLIGENCES
• *Frames of Mind* in 1984 Harvard College
• One intelligence can strengthen another.
• The term *LEARNER PREFERENCES* may be used.
Types of Intelligence

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial-visual intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalist
How should we use M.I.?

• We tend to teach using the way that we best learn.
• We can identify the intelligences of our learners and teach them how to develop different strategies.
• Vary activities to include various intelligences, offering a few different ones each week.
Linguistic Intelligence

• Understanding the teacher’s explanations
• Giving presentations
• Reading English and/or other language
• Writing English and/or other language
• Learning word definitions
• Developing an expansive vocabulary
• Spelling is very easy for the student.
Logical-Mathematical

• Understands and uses grammar rules
• Information gap exercises
• Good at doing word puzzles
• Sees patterns in words and numbers
• Good number sense
• Easily remembers telephone numbers and sequenced numbers
Spatial-Visual Intelligence

- Uses charts, diagrams, and maps
- Uses pictures/drawings
- Learns from videos and movies
- Can figure out words from their shapes
- Good at puzzles
- Can put things together easily
Bodily-Kinesthetic

- Pronunciation activities
- Theater, drama
- Hands-on projects
- Body language, nonverbal communication
- Great at sports
- Can dance and do rhythm activities
- Clapping to keep beat with words
Clap the syllables.

dog

cat

mouse

mother

summer

elephant

moon

astronaut

beautiful

thinking

star

boy

cake

hippopotamus

piano

alligator
Musical Intelligence

- Pronunciation, intonation, rhythm, and stress of words
- Singing songs
- Likes jazz chants
- Enjoys music
- Remembers words to songs and poems if they are keyed to music or a beat
I’d Like To Teach The World To Sing

I’d like to build the world a home and furnish it with _____, Grow apple _____ and honey _____ and snow-white turtle doves. I’d like to _____ the world to sing in ________ harmony, And I’d like to hold it in my _______ and keep it company. I’d like to ___ the world for _____all standing hand-in- hand, And hear them ____ through the hills for ____ throughout the land. •That’s the _____ I hear…That’s the world safe _______. •I’d like to teach the world to sing in perfect _______ , La, la, la.

VOCABULARY

harmony        love        today        trees        bee        teach

echo            see           hand          song         once         perfect

peace        build            hold          turtle doves
Interpersonal Intelligence

- Group and pair work
- Talking with other students
- Editing classmates’ writing and speaking, supporting them to be successful
- Interviewing
- Fluency activities
- Great with others as a leader or follower
Intrapersonal Intelligence

- Independent study
- Good at self-assessment
- Journal writing
- Working on a computer
- Writes poems or autobiography
- Keeps a diary
- Thinks and feels deeply
- Understands himself/herself well
- Is independent
Naturalist Intelligence

- Loves to be outdoors
- Enjoys and is good with animals
- Enjoys plants, gardens, crops
- Can live “off the land”
- Goes camping and can stay for weeks, if possible
- Is “in tune” with nature
- Likes the challenge of “roughing it”
- Has a gift or skills with nature as a base
- Reads nature magazines or books
- Loves natural science museums and planetariums
• Use tactile, oral, written, reading, listening, speaking, musical, and physical activities during the week....vary them. Use pair work often.

• You’ll reach your students’ varied preferences by using strategies of multiple intelligences.

• Provide frequent opportunities for REVIEW, using different approaches / activities.

• Also, provide students with visual, auditory, and tactile experiences daily.

• Remember how we learn: 88% visually, 10% auditorily, 2% tactilely.
Types of Intelligences: Gardner

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence

THESE ARE EMOTIONAL INTELLIGENCES.

- Naturalist

If we don’t have emotional intelligence, we cannot utilize our multiple intelligences well.

**It is possible to improve our E.Q.**

**EMOTIONAL INTELLIGENCE IS IN THE AFFECTIVE DOMAIN OF THE BRAIN.**
1. Self Awareness
2. Mood Management
3. Self-Motivation
4. Empathy
5. Managing Relationships
EQ is improved by putting into practice:

- Self-knowledge
- Self-control
- Self-motivation
- Cooperation
- Perseverance
- Communication
- Empathy
Self-Quiz # 6

KNOWLEDGE of CONTENT

- Do you steadily and consistently work on improving your English and your techniques?
- 40 is an average score.
- 80 is an exceptional score.
- Can you improve? HOW?
6. Wise Use of Texts and Materials

- Wise planning
- Coordination of themes
- Vary materials: text, workbook, drawings, oral work, listening, maps, graphs, timelines, projector, etc.
- Plan ahead.
- Question frequently.
THE LEARNING PROCESS

- How do we check for understanding?
- By constant questioning
HEMISPHERES OF THE BRAIN

Funciones del hemisferio cerebral izquierdo

- Lenguaje escrito
- Razonamiento
- Habilidades físicas
- 12345 Habilidad numérica

Funciones del hemisferio cerebral derecho

- Lenguaje hablado
- Control de mano derecha
- Habilidades científicas

Perspicacia

- Perspicacia
- 3-D
- Percepción tridimensional

Sentido artístico

- Imaginación
- Control de mano izquierda
- Sentido musical
A BRAIN PUZZLE

What is the next letter in this pattern?

O
O T
O T T
O T T T
O T T T F
O T T T F F
O T T T F F F
O T T T F F F S
O T T T F F F S S
O T T T F F F S S S
O T T T F F F S S S _?_
BRAIN STUDIES

• Neurons are stimulated by the body’s physical movements, and when we work in small groups collaboratively.

• The more neuron connections, the faster we learn.

• Humans learn faster and remember longer when they use mind mapping and/or graphic organizers.
Graphic Organizers

Visual representation tools which use visual symbols to express ideas, concepts, and relationships.

One example is “mind mapping”.
Starter Word Mind Map (below)
✓ Draw an image in the center.
✓ Print your associations on the lines.
✓ Freely branch out your ideas.
✓ Keep Mind Mapping!

Starter Symbol Mind Map (above)
✓ Print words or fill in with symbols.
Dr. Tony Buzan ➔ Teaching with graphics, you use ALL the brain. Humans learn faster and remember longer when they use mind mapping & graphic organizers.

- symbols
- images
- colors
Derechos de los niños

- educación
- hogar
- salud
- descansar
- jugar
- amor y respeto
- alimentación
- escuchar y ser escuchado
A + B + C = D
A = INSATISFACCIÓN STATUS
B = VISION CLARA QUO
C = ESTRATEGIAS
D = CAMBIO

APRENDER

ARTHUR COSTA

CONDUCTIR

APRENDER

CONOCIMIENTO

HOLONOMIA

CONCEPTUALIZACIÓN

CONCEPTUALIZACIÓN

PLANIFICACIÓN

APRUEBAS

RECURSOS

DESENGAÑO

IDENTIDAD

APRENDER

CONOCIMIENTO

HOLONOMIA

CONCEPTUALIZACIÓN
Let’s make a mind map.

BEGIN by teaching students how to BRAINSTORM to get ideas for the map.

A MIND MAP MUST HAVE:

1. A central topic
2. Branches and sub-branches sprouting from the center topic, about the topic
3. Colors
4. Drawings
5. Words (a few)
Let’s make a mind map.

1. BRAINSTORM!
2. Form teams of 2 or 3 pupils
3. In the center, write DINOSAURS.
4. Make branches: meat eaters, plant eaters, etc.
5. Continue with details, specific names, pictures, etc.
6. Each team should have their own version.
Let’s look at some samples of graphic organizers.

- How to use them for stories
- Use them for grammar
- Using a timeline
- Can you think of others?
Here are more organizers. Do you use them?

1. Use a K-L-W chart with new units of study.
2. Grammar:
   Diagram a sentence.
3. A timeline for anything with a history
   Explain: B.C.______________A.D.________________
4. A Venn diagram
   Let’s compare cats and humans, or democracy and dictatorship.
5. A cause and effect or T chart:
   Somebody…. Wanted…. But…. So….. Then
6. A story map: Little Red Riding Hood
7. Vocabulary webbing
<table>
<thead>
<tr>
<th>What we KNOW</th>
<th>What we WANT to know</th>
<th>What we LEARNED</th>
</tr>
</thead>
</table>

**HOW** can we learn more?
## Sample K-W-L-H

<table>
<thead>
<tr>
<th>What We KnoW</th>
<th>What We Want to Fnd Out</th>
<th>What We Learned</th>
<th>How Can We Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinosaurs are large.</td>
<td>How long ago did they live?</td>
<td>An archeologist has an exciting life.</td>
<td>Research Museums</td>
</tr>
<tr>
<td>Dinosaurs are dead.</td>
<td>Why did they die?</td>
<td>Dinosaurs eat plants and some eat meat.</td>
<td>Field Trips</td>
</tr>
<tr>
<td>They lived a long time ago.</td>
<td>How do we know what they looked like?</td>
<td>Some dinosaurs were gigantic, but had small brains.</td>
<td>Archeological digs</td>
</tr>
<tr>
<td>There is a movie about dinosaurs</td>
<td>Who are the people who study dinosaurs?</td>
<td>Fossils uncover dinosaur traits.</td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>computer search</td>
</tr>
</tbody>
</table>

- Research
- Museums
- Field Trips
- Archeological digs
- Videos
- Internet computer search
T-Chart

T
**T-Chart**

Using a T-Chart, students can look at two different sides of an issue, character, or event. As a class or in small groups, students record their responses under each heading. T-charts can be used for "Cause-Effect," "Problem-Solution," "Pro-Con," "Then-Now," and "Looks Like-Sounds Like."
VISUAL ORGANIZER

Somebody Wanted But So Then
**Herringbone Map:** This is a great tool for writing, reviewing a story, or for preparing a speech.
The Tropics
Discrimination
Identifying similarities & differences

Applications:
Venn diagrams, mental maps, graphic organizers

Examples:
* Renzulli’s 3 ring model,
* Cats/humans,
* Timelines,
People

Different

The same

Different

Cats
Dr. Joseph Renzulli: 3-ring model

The 3 overlapping = gifted students
SAMPLES of GRAPHICS
CRITICAL THINKING

• Which number’s NOT part of the group?
• Why?
• There are two possibilities.

- 9810
- 3663
- 4095
- 7391
- 2934
- 8019

7391 (the digits = 20) and 3663 (no 9)
Self-Quiz #7
Selection & use of texts & materials

- Do you vary materials?
- Do you look for and use interesting activities?

- 40 points is average.
- It’s never too late to improve!
Closure: Am I teaching well?

DO I ....??

- Have good human relation skills?
- Do planning and management?
- Use the Lesson Cycle?
- Use ETP’s (Effective Teaching Practices)?
- Know my content areas well?
- Use texts & materials wisely?
- Score interpretation?
CONCLUSION

• How do I know if I’m REALLY teaching well?
• Interpretation of self-quiz scores
• Bibliography

“Is this my PERSONAL BEST?”
Self-appraisal Quizzes

1. Human relations (page 71)
2. Planning skills (page 73)
3. Management (page 74)
4. & 5: Teaching strategies (pages 75 and 76)
6. Knowledge of content (p.77)
7. Use of texts-materials (p.79)

• Score Interpretation (pages 80 - 81)
Interpretation of your quiz scores

• Write the score of each of the 7 quizzes.
• Add them, for a total.
• Look at the key on the reverse side of the summary sheet.
• 1 - 80 …… mmmm?
• 81 - 176……struggling
• 177 - 270… average ++
• 271 - above … excellent!
I hear and I forget.
I see and I remember.
I do and I understand.

Chinese proverb
THANK YOU!

• Excellent teaching is both an art and a science.
• YOU bring the art; the science you learn and improve, year by year!

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Bibliography


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• [www.enchantedlearning.com](http://www.enchantedlearning.com)
• [www.gamequarium.com](http://www.gamequarium.com)