

How Do I Know If I'm Teaching Well?

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AGENDA

- 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!

EFFECTIVE SCHOOL RESEARCH

Dr. Madeline Hunter and Dr. Benjamin Bloom

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.

2. Good Planning Skills

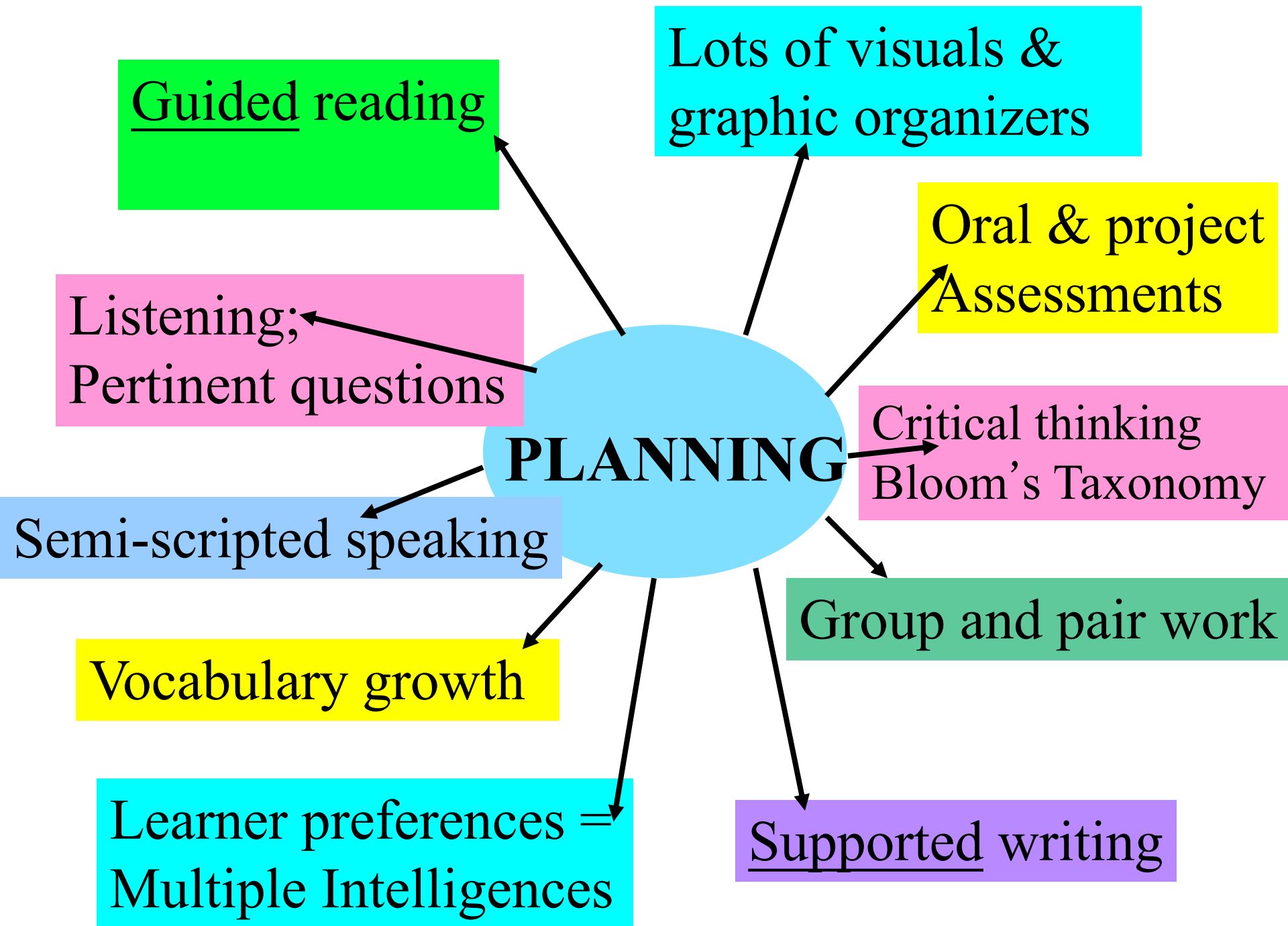
* CONTENT What the student will learn	* PROCESS How the student will learn it	* PRODUCT Evidence of learning
Long range plan	Short range plan	Monitoring your plans

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

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 to teach it:
listing key activities)
3. **PRODUCT (SWBAT)**
(how students
demonstrate their learning)

PLANNING

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

Check when done.	CONTENT Competencies	PROCESS TW.....	PRODUCT SWBAT.....
	1.	1.	1.
	2.		
	3.	2.	2.
	4.		
	5.	3.	3.

PLANNING

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

Check when done.	CONTENT Competencies	PROCESS TW.....	PRODUCT SWBAT....
x	<u>1.Science</u> : cells pages 48-55	1. Guide reading.	1. Prepare poster of plant and animal cells.
x	<u>2. Story</u> : P.32-40 <u>3. Spelling</u> : List words here. <i>cell, DNA, Mendel</i>	2. Show cells slide 3. Explain words and definitions.	2, Draw time line of story. 3. Mastery of spelling test

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

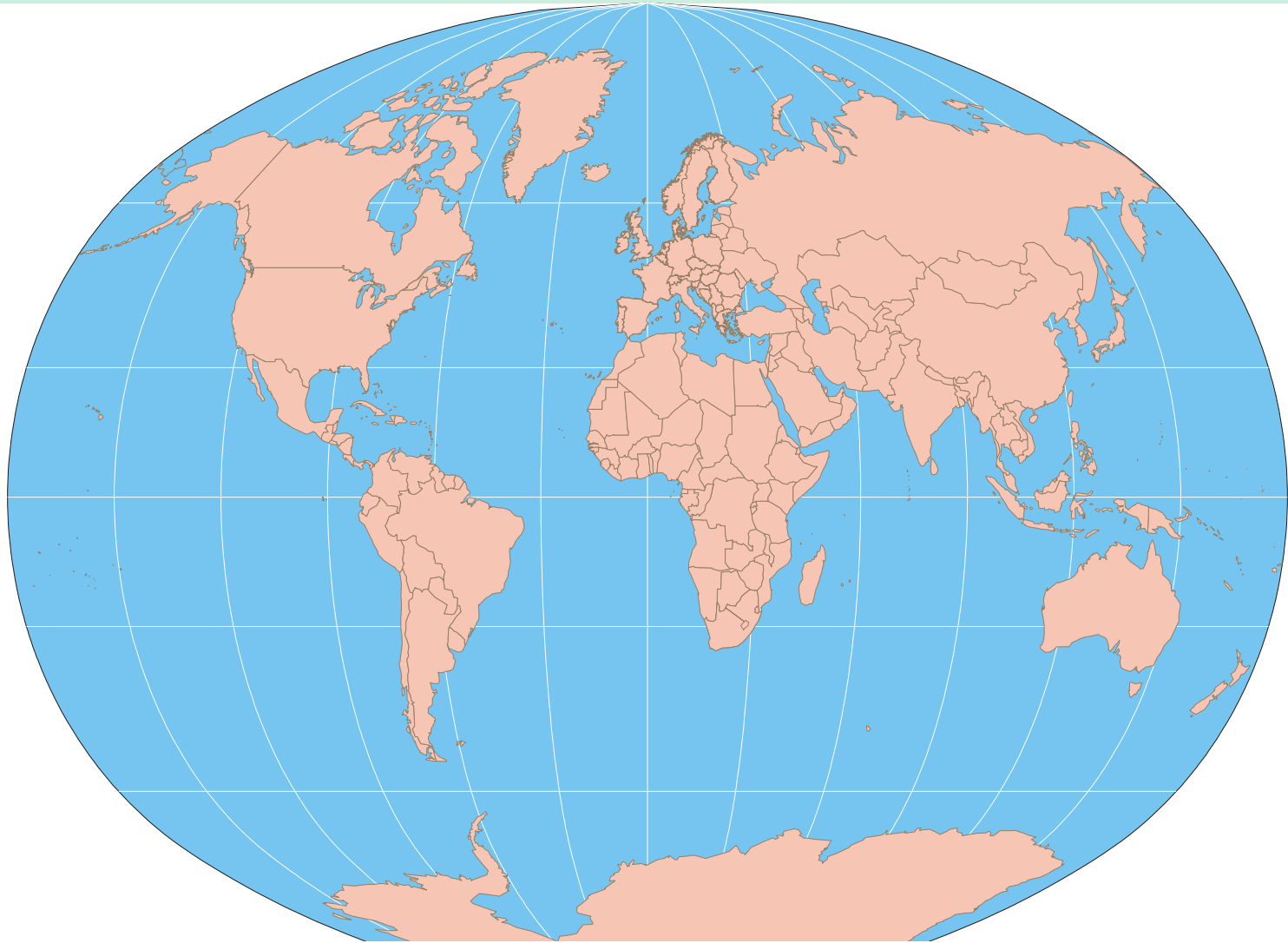
TODAY'S WORK

- **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?

World Map



VOCABULARY

water cycle

CO₂ cycle

tropical rain forests

biodiversity

deforestation

cattle ranching

logging

ecosystem

moisture

soil

erosion

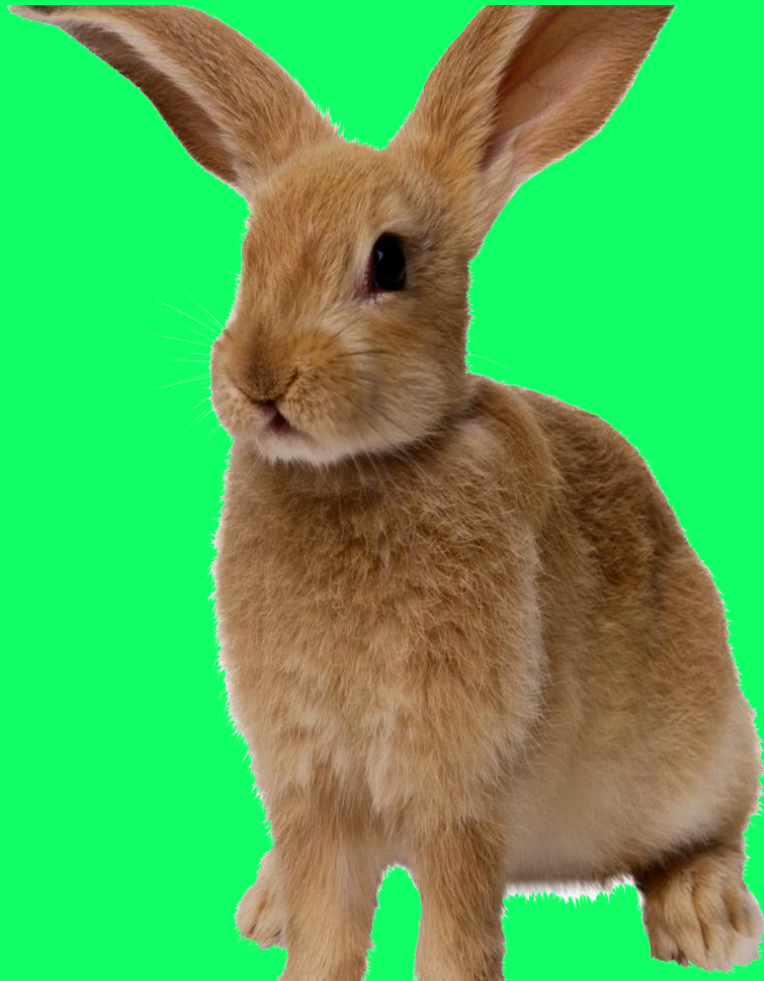
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FACTS

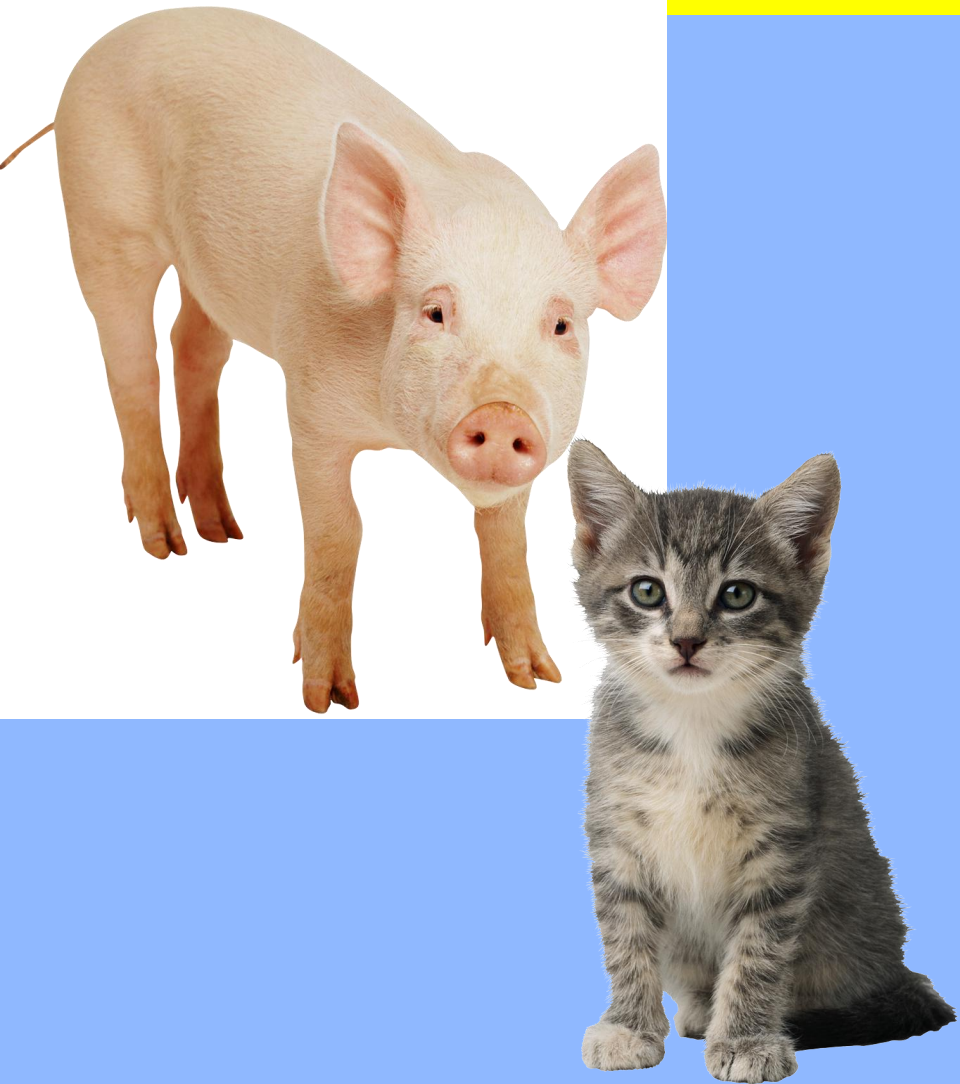
- Rainforests = 8% of earth's surface
- But, they have 50% of the Earth's plants, animals, & insects species = **BIODIVERSITY**
- 10 % of all medicines come from plants in the tropical rain forests

Example: “ADAPTATIONS”

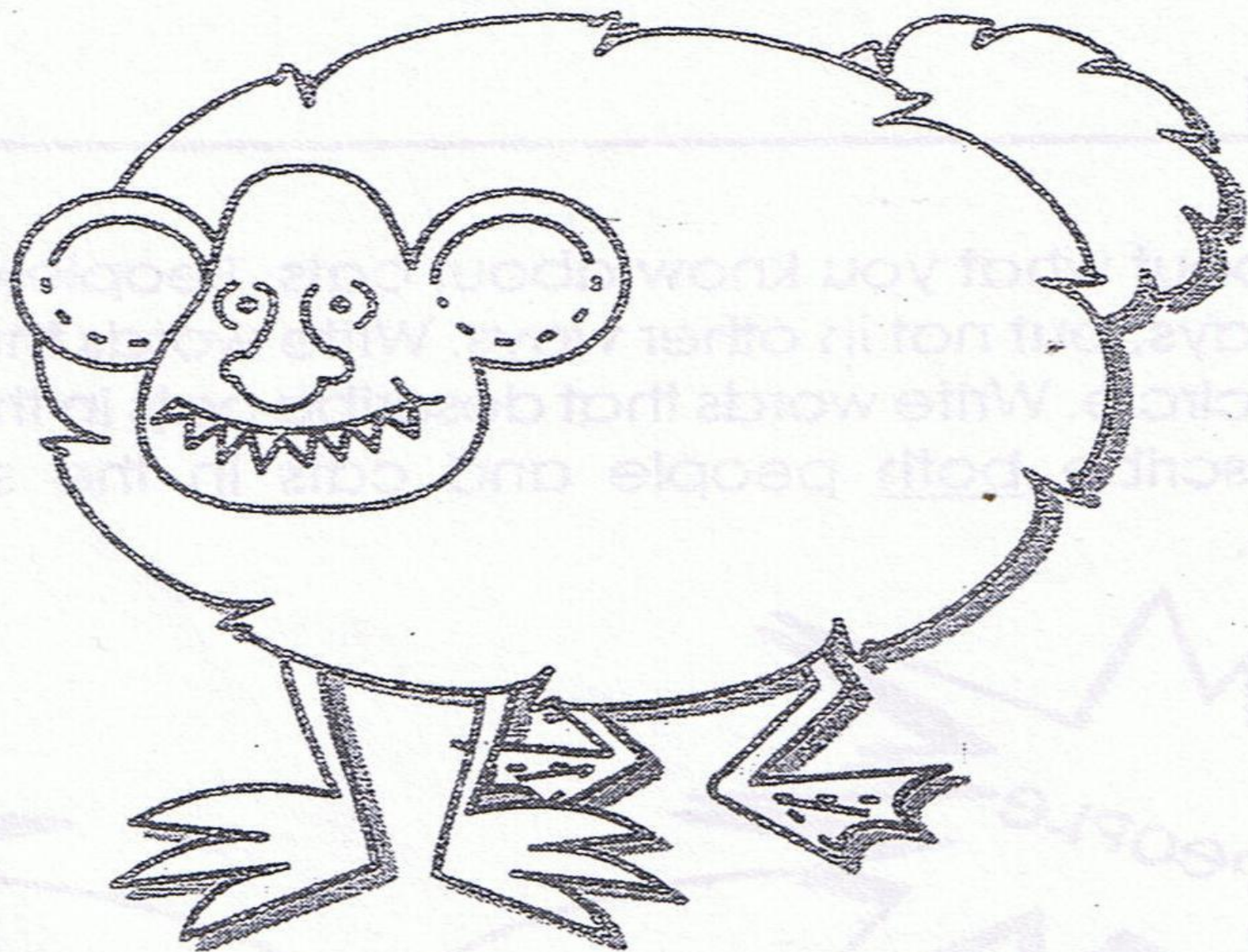


1. Look at key vocabulary: see, repeat, define.
2. Do guided reading.
3. Discuss.
4. Write a summary, or make a graphic organizer.

ADAPTATIONS



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



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



SCALE	Excellent	Good	Need to improve	Not acceptable
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

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...

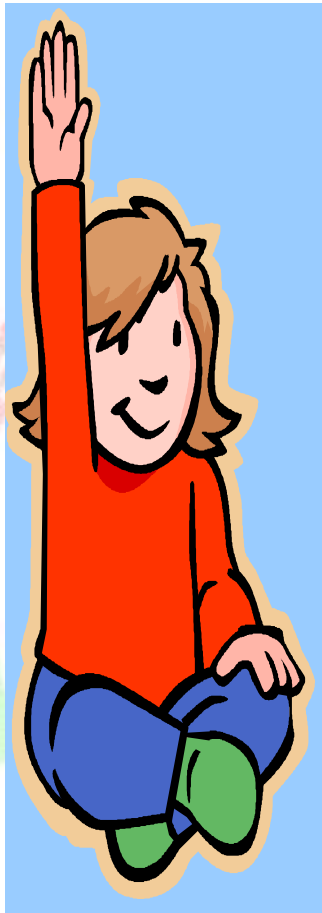
- **PROCEDURES:** What you want students to do.
- **PROCEDURES** must be rehearsed.
- **ROUTINES:** What the students do automatically.



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

4. Effective Teaching Practices

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

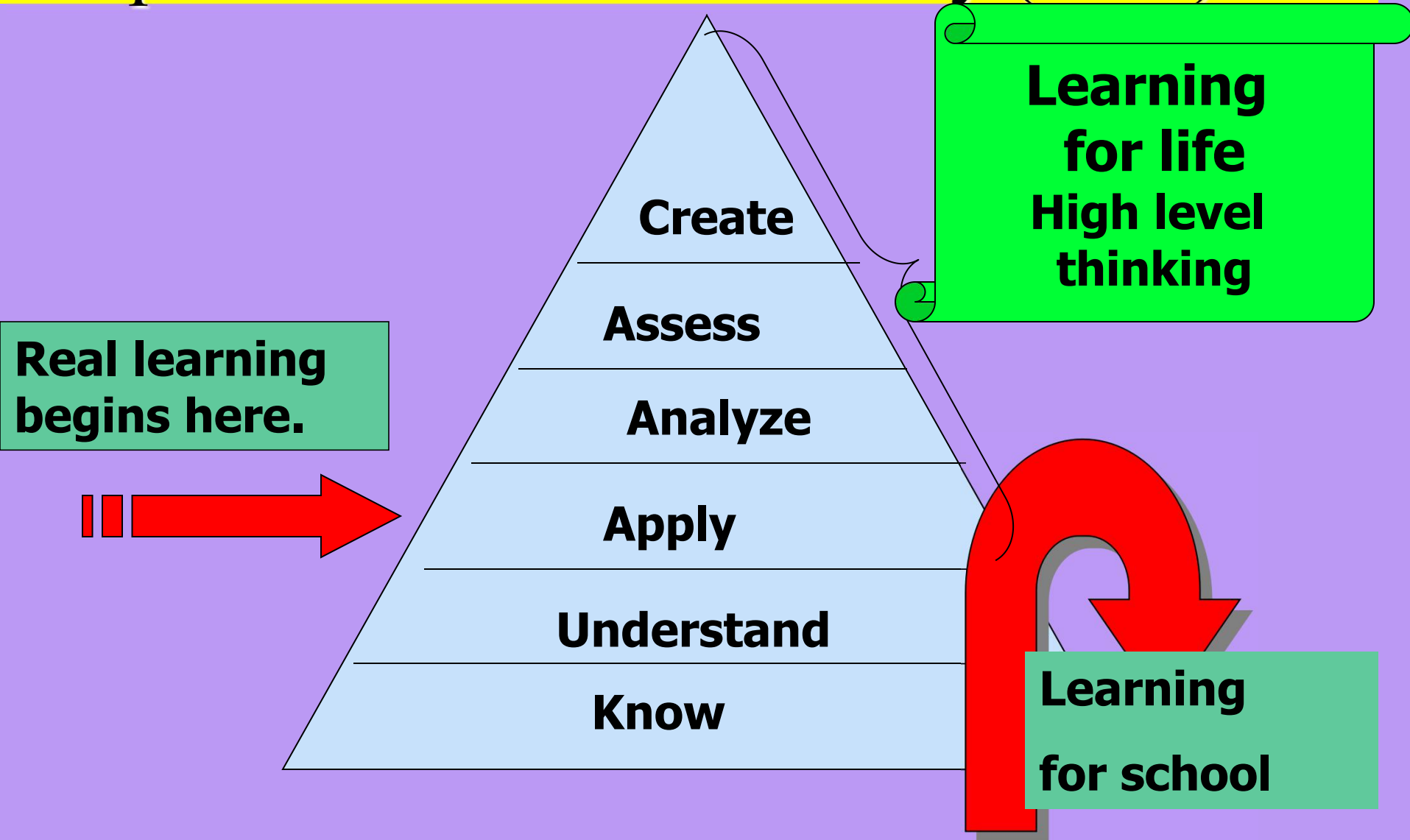
- Rules, motivation, high expectations

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)



Desired Levels of Student Thinking

6 CREATE / SYNTHESIZE

This tells you that a S can originate, combine, and integrate parts of prior knowledge into a product, plan, or proposal that is new.

5 EVALUATE / ASSESS

This thinking skill tells you that a S can appraise, assess, or criticize on the basis of specific standards and criteria.

4 ANALYZE

This skill tells you that a S can examine, take apart, classify, predict, and draw conclusions.

3 APPLY

Ss can transfer selected information to a life problem or a new task with a minimum of direction.

2 COMPREHEND / UNDERSTAND

Ss can grasp and interpret prior learning.

1 KNOW

Ss can recall and recognize information & ideas.

Examples of High Level Thinking

1. Knowledge (Memory)	2. Comprehension (Understanding)	3. Application (Applying knowledge)
list name identify show define recognize recall state	summarize explain put into your own words interpret describe compare paraphrase	solve illustrate calculate use interpret relate manipulate apply

1. Knowledge (Memory)	2. Comprehension (Understanding)	3. Application (Applying knowledge)
----------------------------------	---	--

differentiate
demonstrate
visualize
find more
information
about
restate

classify
modify
put into
practice

4. Analysis

5. Synthesis

6. Evaluation

analyze
organize
deduce
choose
contrast
compare
distinguish

design
hypothesize
support
schematize
write
report
discuss
plan
devise
compare
create
construct

evaluate
choose
estimate
judge
defend
criticize
justify

**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:

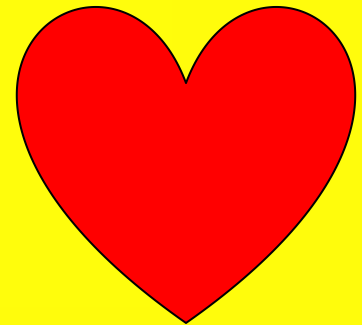
1. Similarity

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

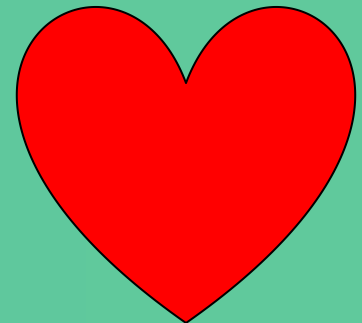


Teaching for Retention

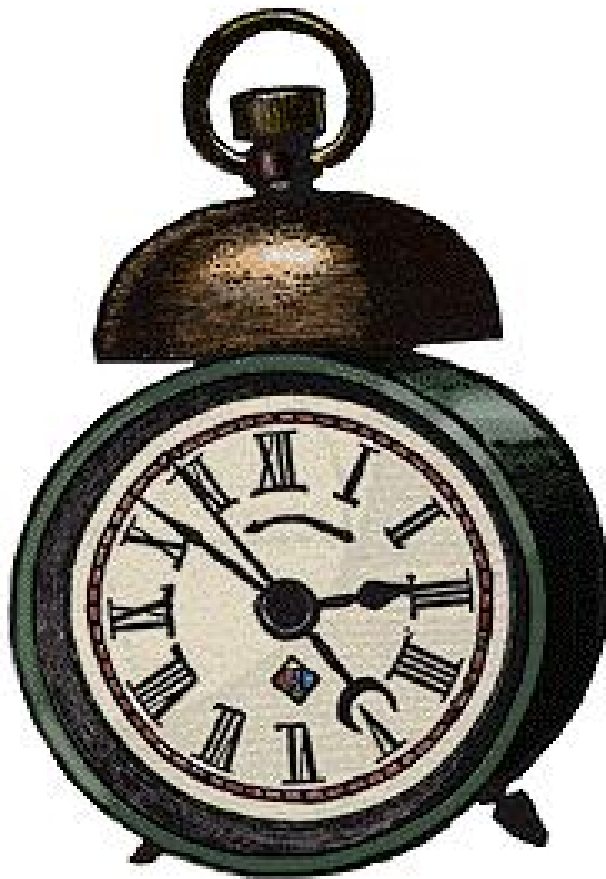
- Students will be able to remember what you teach them, IF you use these techniques to promote retention:
- High level thinking
- Good guided practice
- Understanding is the base of learning.
- Understanding = clear explanation + guided practice

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.

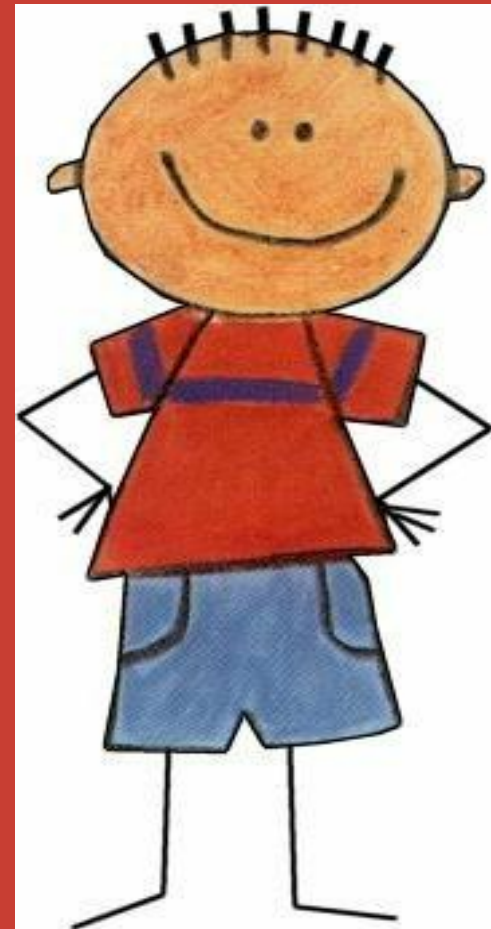
TIME “On-Task”

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.

DR. HOWARD GARDNER



- 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

VARY YOUR ACTIVITIES

- 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

EMOTIONAL INTELLIGENCE

1994 Daniel Goleman's book: "E.Q."

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.

5 Emotional Intelligences

- 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?



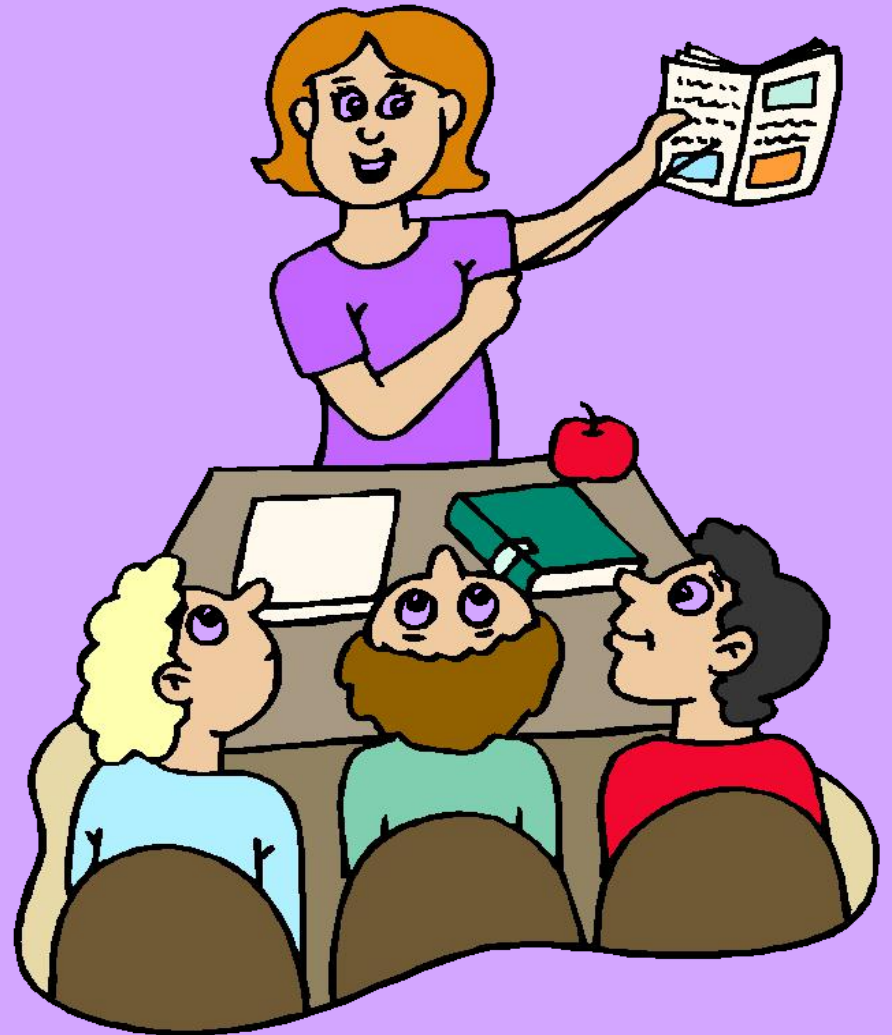
6. Wise Use of Texts and Materials

- 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**



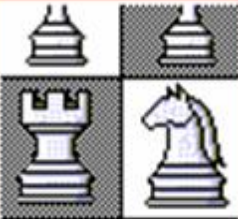
HEMISPHERES OF THE BRAIN



Lenguaje escrito

12345
12345
12345

Habilidad numérica



Razonamiento



Lenguaje hablado



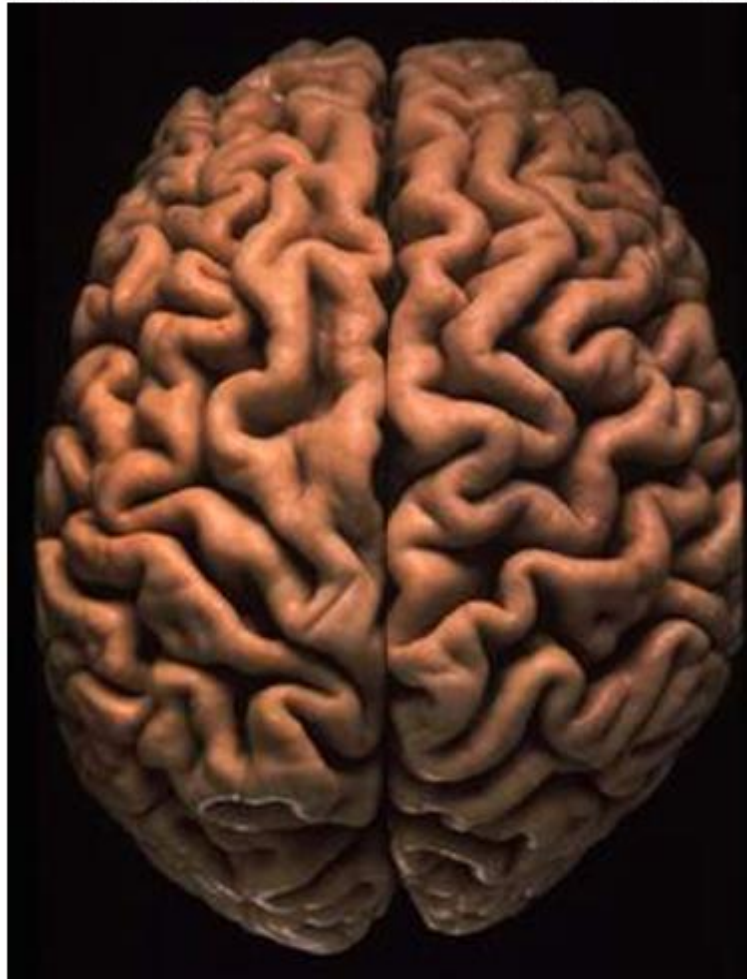
Habilidad científica



Control de la mano derecha

Funciones del hemisferio cerebral izquierdo

Funciones del hemisferio cerebral derecho



Perspicacia



Percepción tridimensional



Sentido artístico



Imaginación



Control de la mano izquierda



Sentido musical

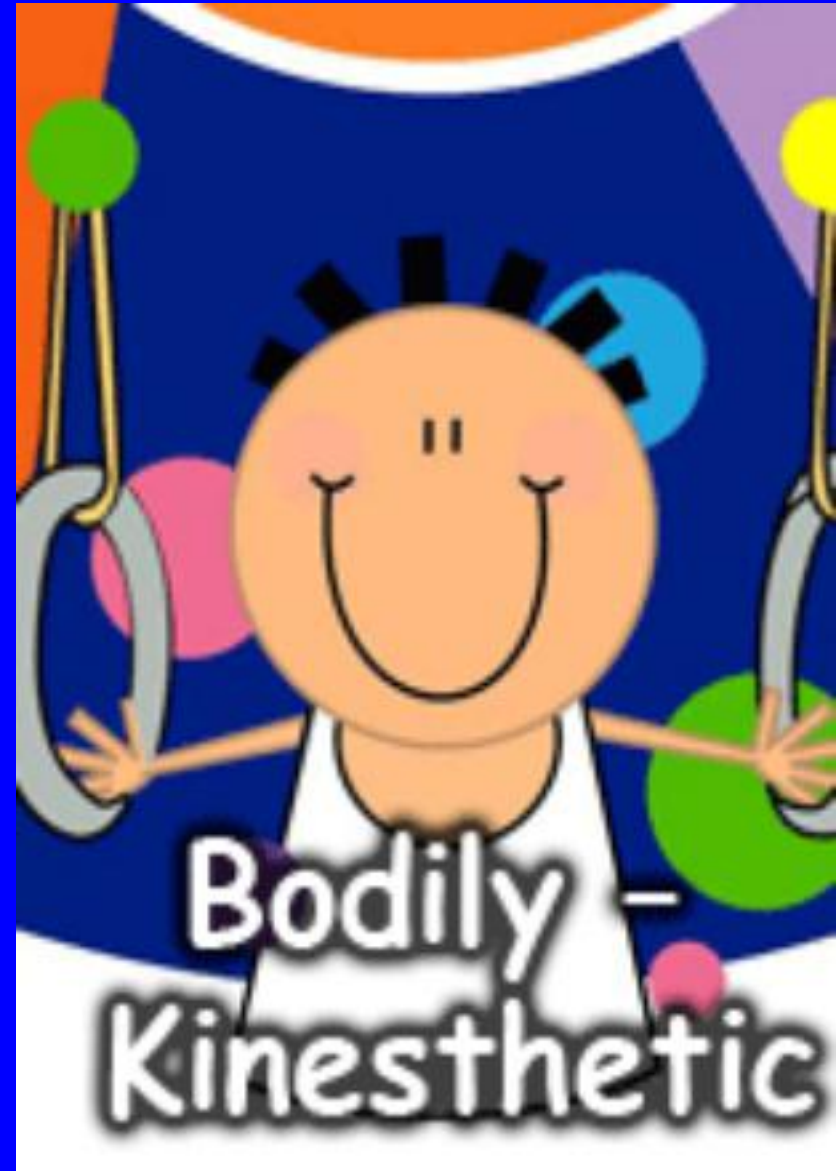
A BRAIN PUZZLE

What is the next letter in this pattern?

O
O T
O T T
O T T F
O T T F F
O T T F F S
O T T F F S S
O T T F F 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”.

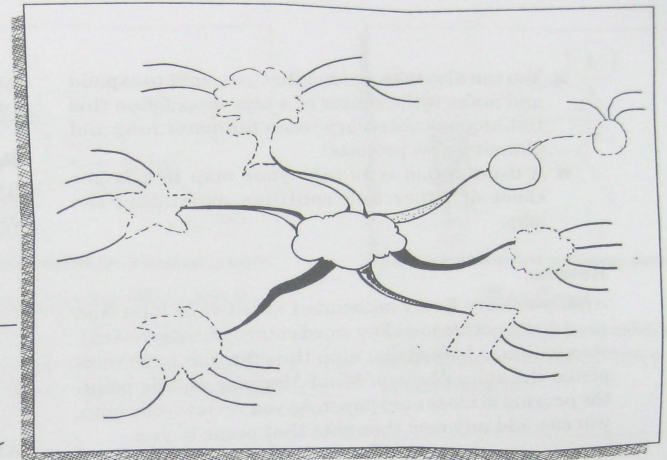
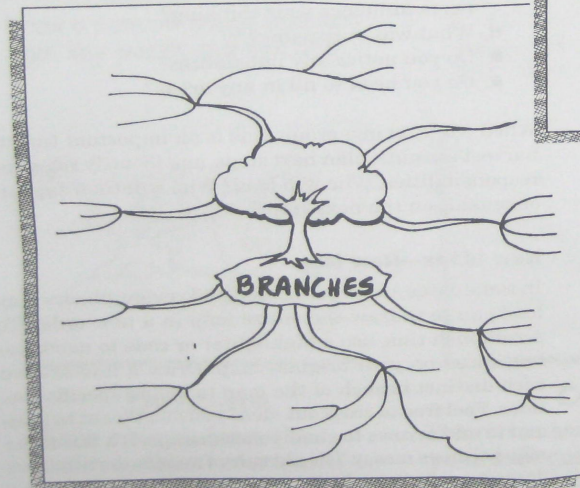
Mind Mapping with Tony Buzan

www.iMindMap.com



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.

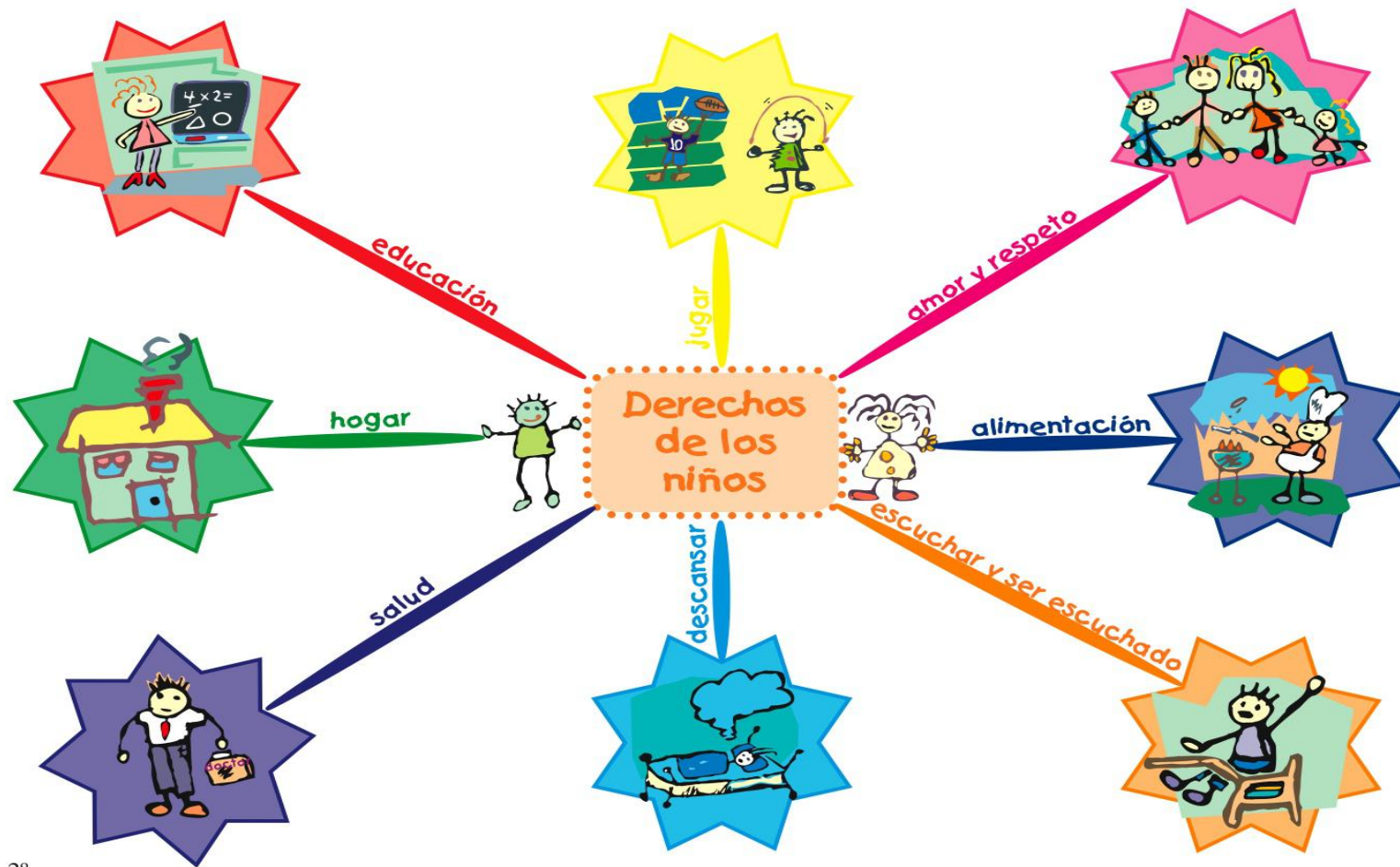


symbols

images

colors





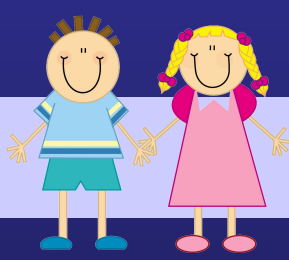
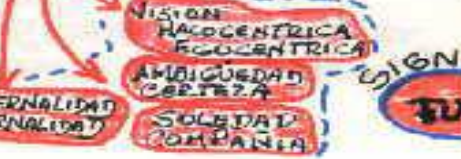
Arthur Costa

$A+B+C=D$
 A = INSATISFACCIÓN STATUS
 B = VISIÓN CLARA (P.D.O.)
 C = ESTRATEGIAS
 D = CAMBIO

POSIBILIDADES
 VALORES
 CREATIVIDAD
 PERCEPCIÓN
 CONCIENCIA
 ANALISIS
 INTRODUCCIÓN

A PLAZO GLOBAL
 YAGA META(S)
 SÍNTESIS CONTENIDO
 SENTI EMOCIÓN
 EMERGENCIA
 GUARDA

DESDE A...
 INEXISTENCIA
 CONFUSIÓN
 INCONCIENCIA
 ESCORAZO
 ATELAR...
 ES DE...
 ACOMPAÑAMIENT.
 DESDE A...
 ROL DEL MEDIAD.
 HOLONOMIA
 REPASO
 AGENDA
 13-8-97



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)

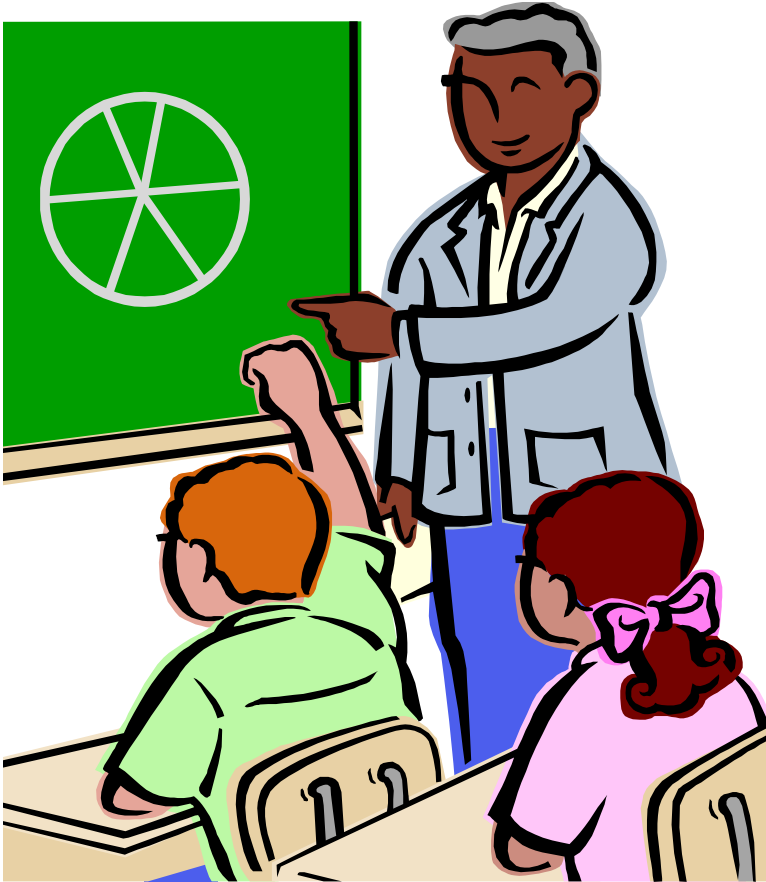


Let's make a mind map.



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

K-W-L CHART

What we KNOW	What we WANT to know	What we LEARNED
		<hr/> HOW can we learn more ?

K-W-L-H

Sample K-W-L-H

What We Know	What We Want to Find Out	What We Learned	How Can We Learn More
<p>Dinosaurs are large.</p> <p>Dinosaurs are dead.</p> <p>They lived a long time ago.</p> <p>There is a movie about dinosaurs</p>	<p>How long ago did they live?</p> <p>Why did they die?</p> <p>How do we know what they looked like?</p> <p>Who are</p>	<p>An archeologist has an exciting life.</p> <p>Dinosaurs eat plants and some eat meat.</p> <p>Some dinosaurs were</p>	<p>Research</p> <p>Museums</p> <p>Field Trips</p> <p>Archeological digs</p> <p>Videos</p> <p>Internet computer search</p>

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T-Chart

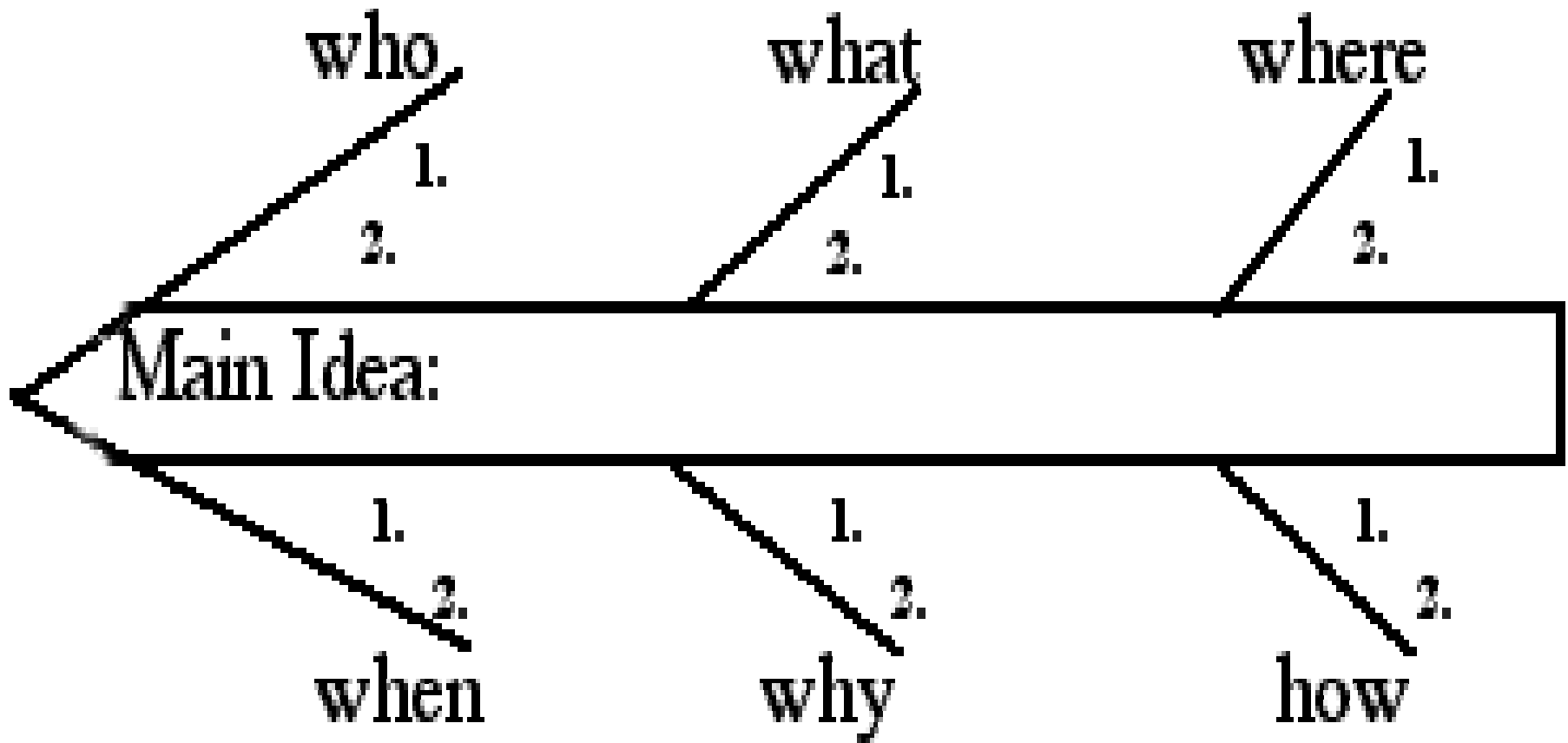
T

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:

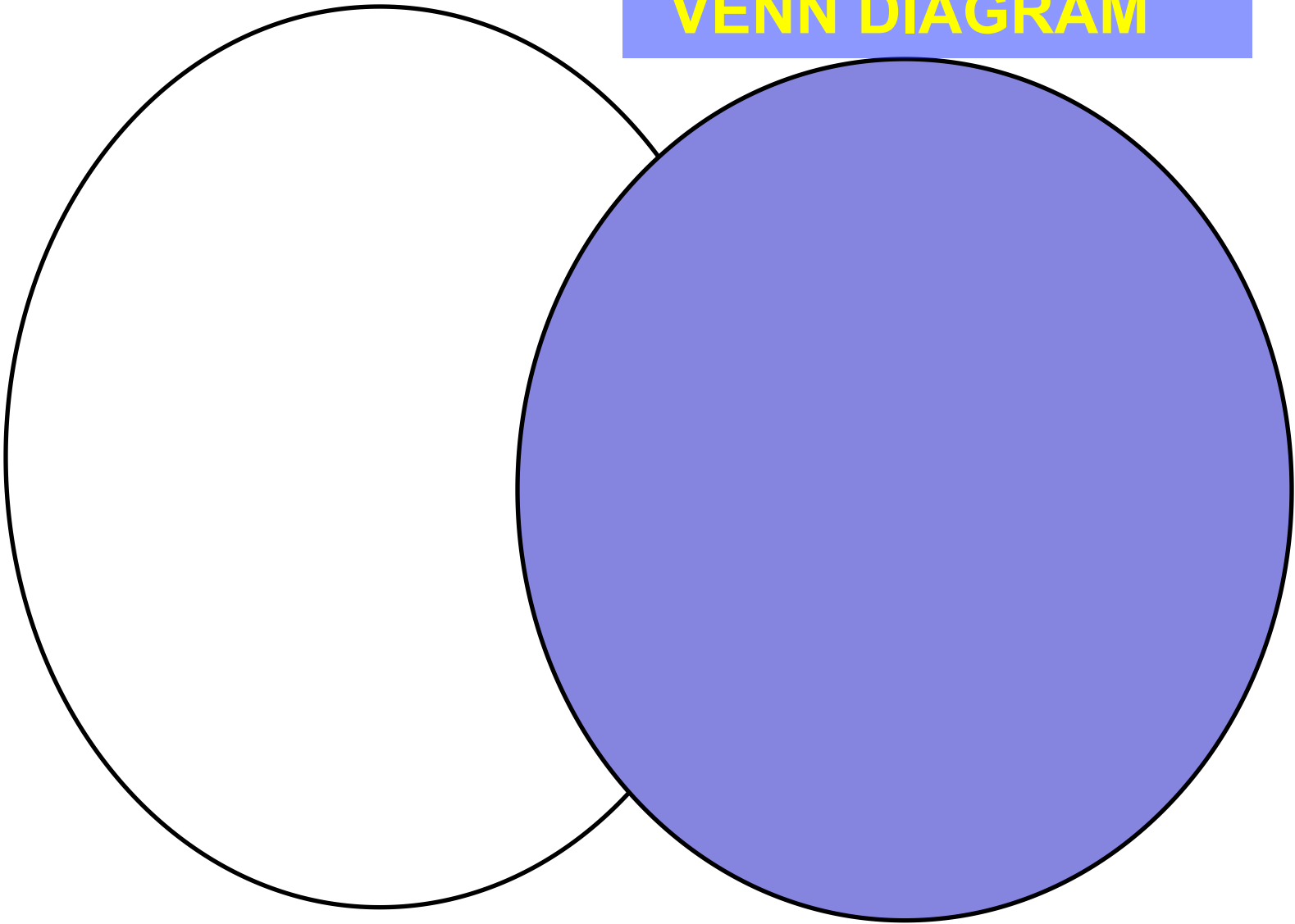
Venn diagrams, mental maps,
graphic organizers



Examples:

- * Renzulli's 3 ring model,
- * Cats/humans,
- * Timelines,

VENN DIAGRAM



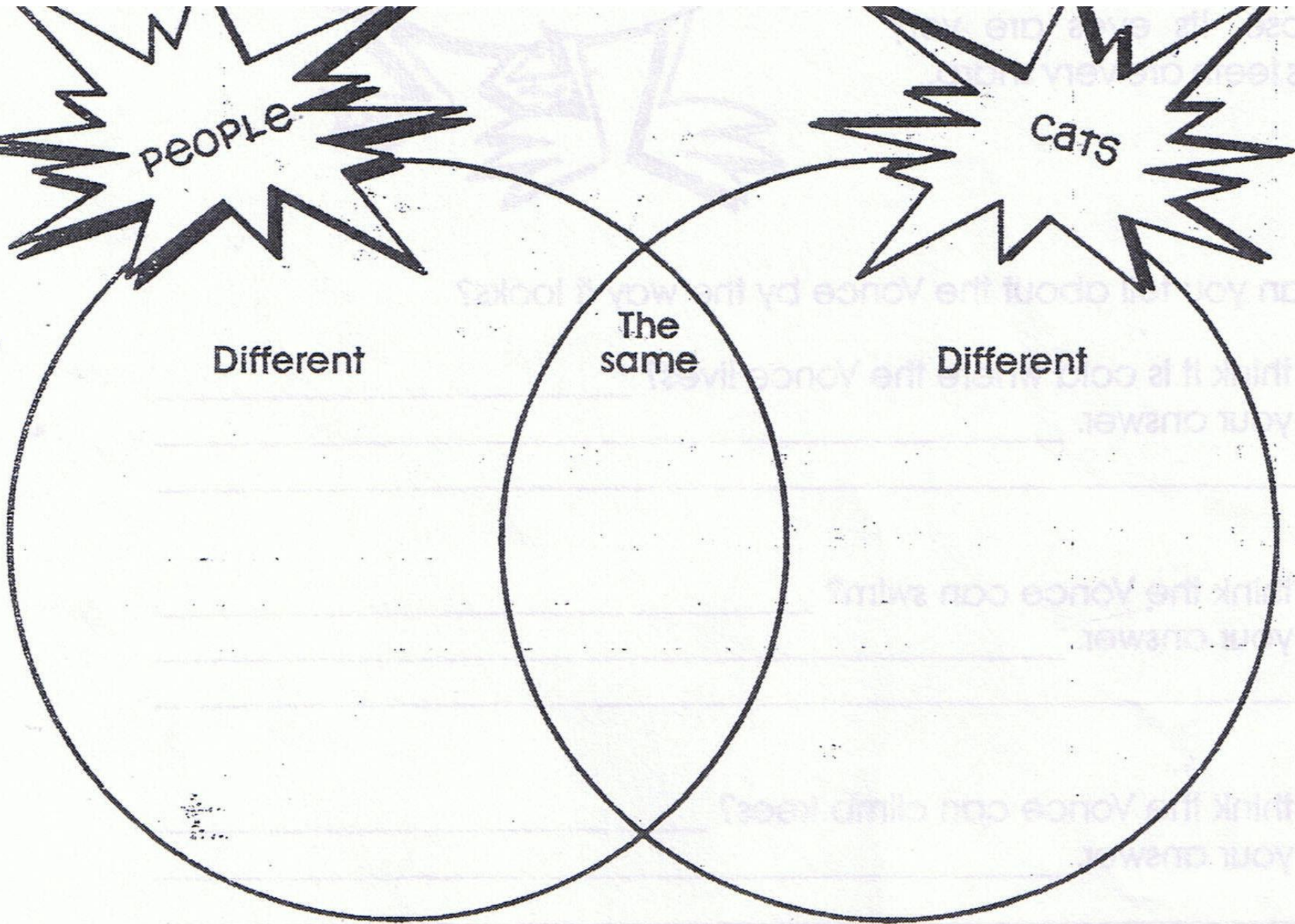
PEOPLE

CATS

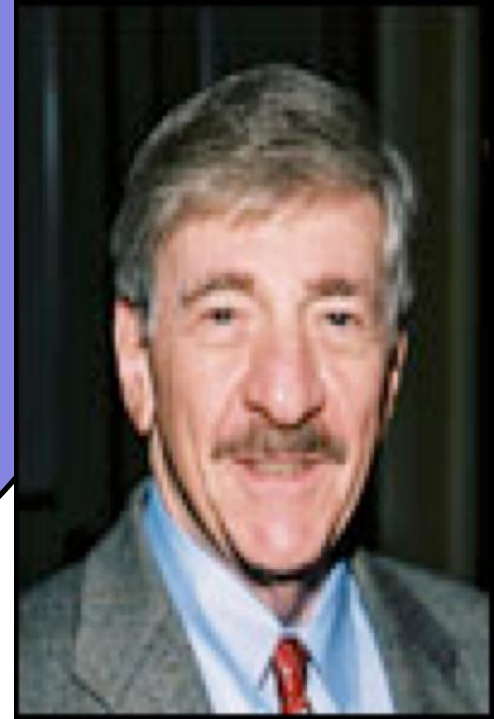
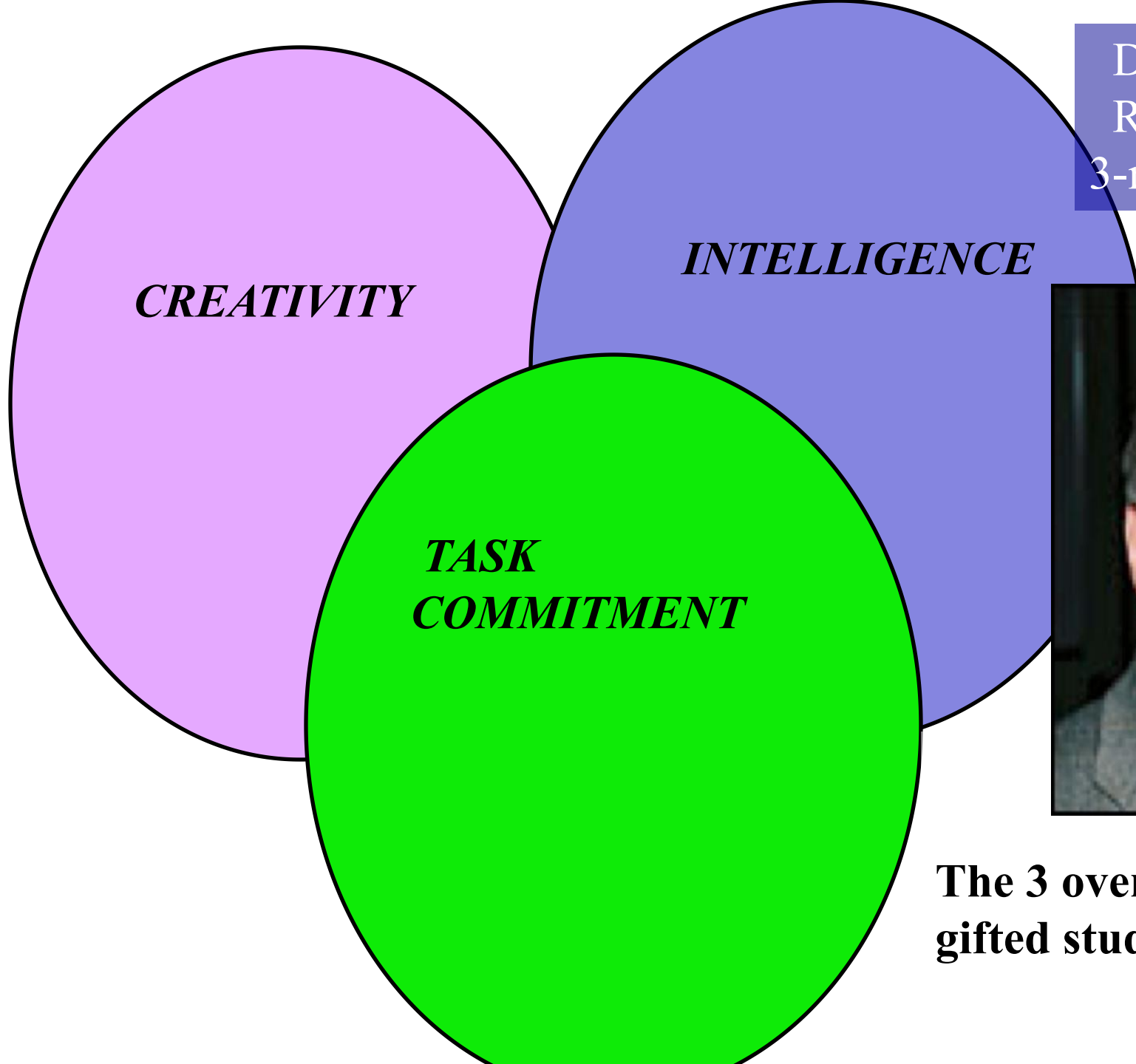
Different

The
same

Different

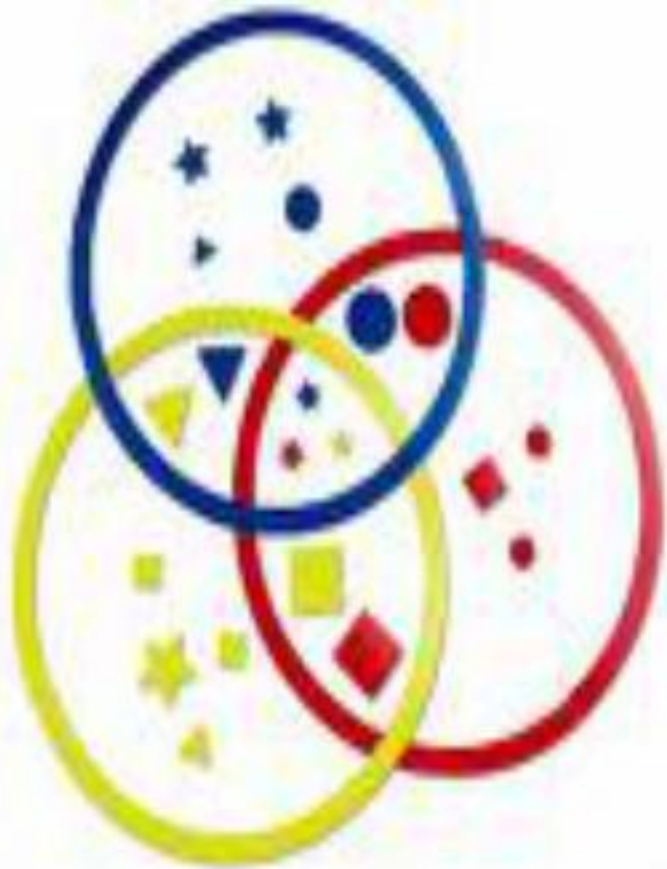


Dr. Joseph
RENZULLI:
3-ring model



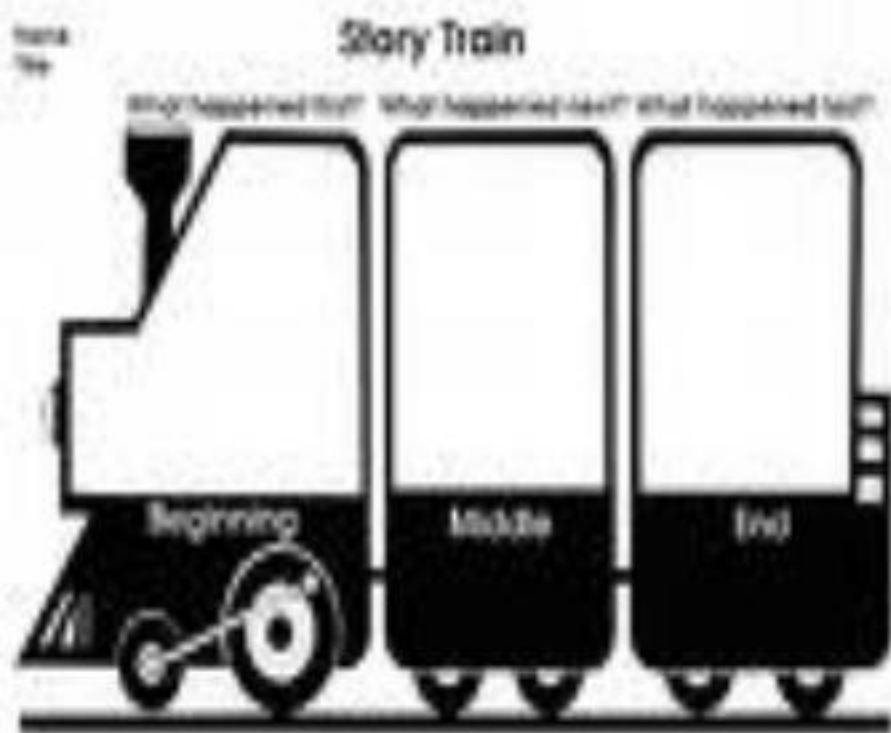
**The 3 overlapping =
gifted students**

SAMPLES of GRAPHICS

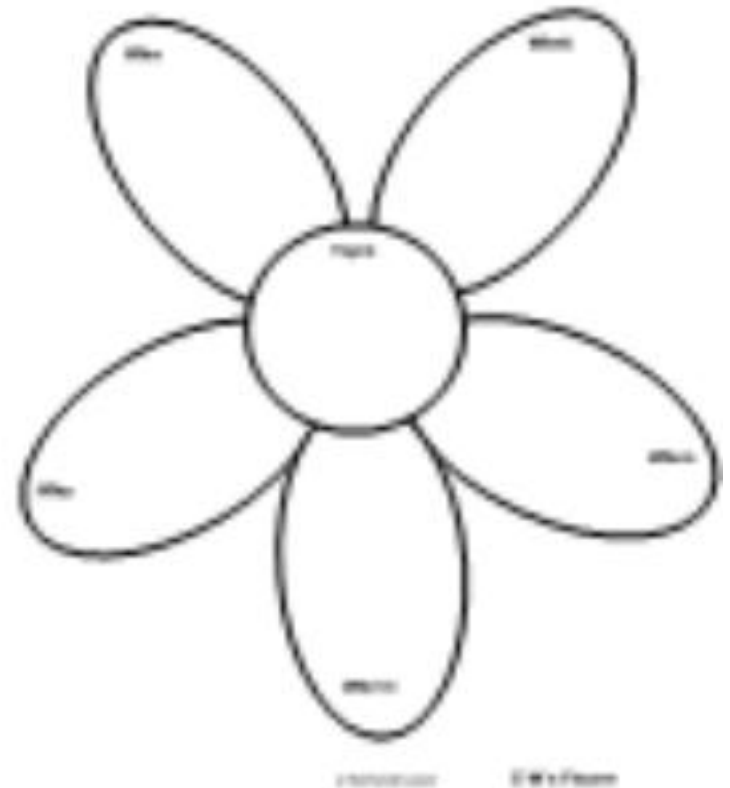


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GRAPHICS



STORY TRAIN



STORY FLOWER

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

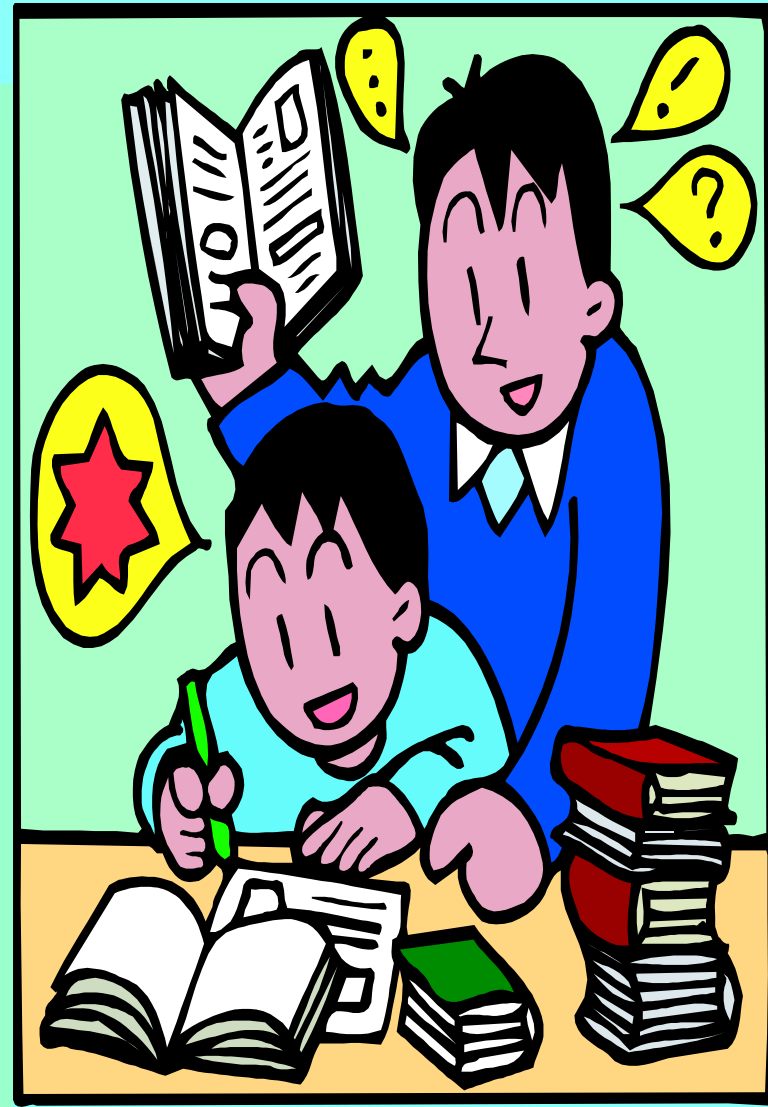
- Do you vary materials?
- Do you look for and use interesting activities?
- 40 points is average.
- It's never too late to improve!



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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- **www.gamequarium.com/**