



Teacher Tip of the Week

New Teacher Support Program 2009-2010

Terry Edwards, Program Coordinator

Teacher Tip of the Week
New Teacher Support
Program
Wilson County Schools
615-453-7282

November 2009 Vol. 5 Issue 12

Visual, Musical, Linguistic Learners See the World in Different Ways

HOW TO DO IT— CHECKLIST



Using the Last Five or Ten Minutes of Class

Have students participate in a closure activity and clean up at the end of the period. Let volunteers share what they learned or read examples of their work. Collect any instructional materials the students might have used. Next, collect in-class work or have students place it in their notebooks, depending on whether the work is complete. For students who do not finish an assignment at the same time as the majority of the class, have a procedure for completing the work as homework. You may want to delay telling students their work can be completed as homework until the end of class in order to keep them on task. Finally, assign homework, as necessary.

Learning differences, not disabilities, may explain why we understand some things better than others.

There are as many different ways to learn as there are children to teach, and one of the major challenges facing parents, educators and parent-educators is understanding those individual learning styles. In the recent past, education was perceived as a one size fits all endeavor. Those who didn't fit the learning mold fell behind, and sometimes never caught up. Sometimes, that still happens today.

Gardner's Multiple Intelligences

Fortunately, there's a growing cognizance that those who can't keep up may not necessarily be academically challenged, but may, instead, simply learn differently. At the forefront of understanding learning differences is Harvard Professor Howard Gardner, who developed the theory of "Multiple Intelligences,"

Gardner distills intellectual ability into seven different types:

Words and Numbers

Verbal/Linguistic Intelligence ("word smart") learners have a strong ability to use words and language; they think in words instead of pictures. They typically have highly developed auditory skills and are often good speakers and story tellers. Verbal learners are our poets, writers, journalists, teachers, lawyers, and politicians.

Logical/Mathematical Intelligence

("number/reasoning smart") learners think conceptually, using reason, logic and numbers to make connections and understand information. They tend to ask lots of questions and like to do experiments; they enjoy problem solving, classifying and categorizing things and working with geometric shapes. Logical learners can become scientists, engineers, computer programmers, accountants and mathematicians.



Visual Learners

Visual/Spatial Intelligence

("picture smart") learners think in pictures more than words and need to create vivid mental images to remember and understand

information. They like maps, charts, pictures, videos, and movies, so teaching with film may be helpful in their case.. They're usually good at puzzles, have a strong sense of direction and like making and repairing things. Visual/Spatial learners can become navigators, sculptors, inventors, architects and interior designers, mechanics or engineers.

Music and Movement

Musical/Rhythmic Intelligence ("music smart") learners enjoy creating and listening to music and tend to think in sounds, rhythms and patterns. Many of these learners are extremely sensitive to environmental sounds. They often enjoy singing, whistling, playing musical instruments, and composing music and can become musicians, disc jockeys, singers or composers. Teaching with music may be helpful for them.

Continued on page 2.....

Multiple Intelligences Theory (continued from page 1)

Bodily/Kinesthetic Intelligence (“body smart”) learners express themselves through movement. They have a good sense of balance and eye-hand coordination, and they remember information best when they can move as they learn. They’re typically good at sports, making things, crafts, and acting and grow up to become athletes, dancers, actors, artisans or firefighters.

Personal and Interpersonal Skills

Interpersonal Intelligence (“people smart”) learners have a strong ability to relate to and understand others. They’re able to see things from other perspectives and are often described as hav-

ing an uncanny ability to sense feelings, intentions and motivations. They use both verbal and non-verbal skills well and are often empathetic, making them good counselors, salespeople, politicians or business people.

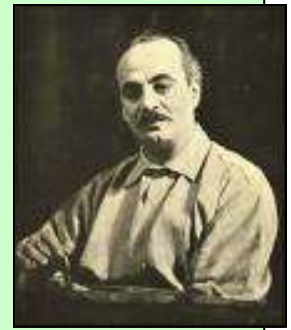
Intrapersonal Intelligence (“self smart”) learners are self-aware and able to understand their inner feelings, dreams, relationships with others, strengths and weaknesses. They can make excellent researchers, theorists, and philosophers.

Finding the Right Way to Teach Your Learner

If you recognize more than one of those

characteristics in yourself or your children, you’re not alone. We don’t fall neatly into each of these categories, but often display characteristics of each of these learning styles in different subjects and situations.

So if your kids aren’t “getting it” in school or at home, maybe it’s just because the information isn’t being given in a way that makes sense to them. Maybe instead of text, your child needs a visual representation, and might learn better through art. Maybe the graph that doesn’t make sense can be explained with a verbal analogy. Maybe your child doesn’t have “ADHD”, but just needs more freedom to move while learning.



“The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind.”

—Kahlil Gibran

Portrait of the Typical American Teacher

What is the portrait of today’s teacher in the United States? The National Education Association has outlined the characteristics and issues facing the profession.

Yesterday

Teaching has had dramatic changes over the past 40 years. Between 1950 and 1970, it was common to find teachers in classrooms with two-year degrees, no behavior management training, and little knowledge of learning disabilities. There were often no televisions in the classrooms. No one even dreamed of computers, copiers, portable calculators, or telephones in the classroom. A classroom consisted of desks, black chalk board, chalk, books and a record player. One-fifth of teachers held an advanced degree.

Fast-Forward To The Present

Today, teachers can send a message to print their worksheet written on a portable laptop to the office printer 500 feet away by wireless message. Students are presenting reports at the middle school level by Power Point.

These changes happened in 25 years and teachers have had to keep pace in this world of changing technology. There is more added to their already full plate every year.

What Is A Typical Teacher?

According to NEA’s

research, today’s teacher is:

- White
- Female
- Married
- Religious
- 43 years old
- Over half hold a Master’s Degree

Interesting Facts

Teachers of the 21st Century:

- spend an average of 50+ hours per week on teaching duties, including noncompensated school-related activities such as grading papers, bus duty, club advising, fund raisers, phone calls at home, and evening activity supervision.
- teach an average of 21 pupils at the elementary



and 28 at the high school level.

- spend an average of \$443 per year of their own money to meet the needs of their students. Elementary teachers spend about \$498 per year. Secondary teachers spend about \$386.
- make an average starting salary of \$31,704 per year.
- 73% enter the teaching profession because of their desire to work with young people.—*NEA Statistics*

'09-'10

NEW TEACHER SUPPORT PROGRAM PARTICIPANTS



Shannon Queen

Watertown Elementary

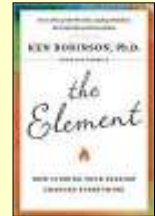
Social Studies 7th-8th grades

WHY DID YOU BECOME A TEACHER?

"Someone once told me, "Teaching is the most important job in the world. Everyone, not matter how successful in any field of expertise, had to be taught by someone." I believe that teaching is a calling, not a job, and I have been called. Many people have knowledge, but not everyone can teach it. I became a teacher so that my knowledge, what I enjoy learning about, can be passed on to others. When I tell a student about a historical event they have never heard of or describe a place they have never seen, and I see their excitement, it is the most incredible feeling. I not only teach students history and geography, I also try to give them a glimpse into the worked they have never know and challenge them to open their minds and ideas. What a privilege it is to impact someone's outlook on the world. Having that privilege is why I became a teacher."—Shannon Queen



OFF THE BOOKSHELF



The Element : How Finding Your Passion Changes Everything

by Ken Robinson, Lou Aronica

From one of the world's leading thinkers and speakers on creativity and self-fulfillment, a breakthrough book about talent, passion, and achievement.

Robinson (*Out of Our Minds*), renowned in the areas of creativity development, innovation and human resources, tackles the challenge of determining and pursuing work that is aligned with individual talents and passions to achieve well-being and success.

The element is what he identifies as the point where the activities individuals enjoy and are naturally good at come together. Offering a wide range of stories about the creative journeys of different people with diverse paths to the element—including Paul McCartney, *The Alchemist* author Paulo Coelho, and Vidal Sassoon as well as lesser-known examples—he demonstrates a rich vision of human ability and creativity.

Covering such topics as the power of creativity, circles of influence, and attitude and aptitude, the author emphasizes the importance of nurturing talent along with developing an understanding of how talent expresses itself differently in every individual. Robinson emphasizes the importance of mentors and reforming and transforming education, making a convincing argument bolstered by solid strategies for honing creativity. Motivating and persuasive, this entertaining and inspiring book will appeal to a wide audience.

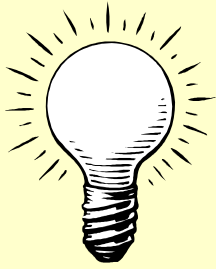
TEACHER WEBSITE of THE WEEK:



<http://www.physicscentral.com/>

Physics Central

While the concepts of physics are taught at all levels, this site is primarily for high school students and teachers. However, that doesn't mean the resources here can't be used by elementary and middle school teachers. Take a look at the Physics in Pictures or Physics in Action sections for some wonderful photographs illustrating physically concepts along with good explanations of what you're looking at. The site also features a collection of links to other resources on the web for teaching and learning the physical sciences. All in all a good job by the American Physical Society.



Strategies for New Teachers . . .

QUESTIONS TO GUIDE LESSON PLANNING

- What skills and concerns do you want your students to have learned by the end of the unit or lesson?
- What will they know, understand and be able to do?
- What activities and instructional techniques will you use to teach these skills and concepts?
- What activities will you plan to reinforce learning?
- How will you adjust instruction to accommodate individual student's needs and specific learning style?
- Who will you measure what students have learned?
- What do they know, what do they understand, and what can they do?



MARK YOUR CALENDAR

NATIONAL SCHOLARSHIP MONTH

NATIONAL NOVEL WRITING MONTH

NATIONAL ADOPTION MONTH

PURSUIT OF HAPPINESS WEEK

November 8-14

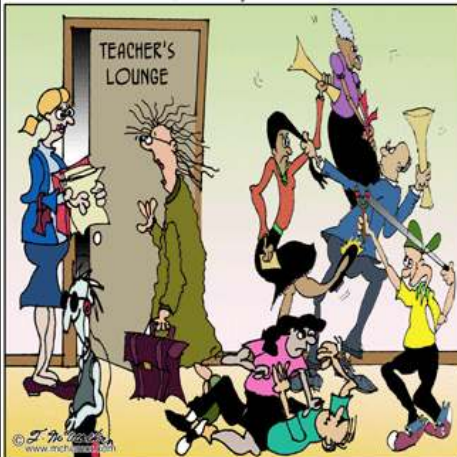
NATIONAL YOUNG READER'S WEEK

November 9-15

SADIE HAWKINS DAY

November 7

MCHUMOR.com by T. McCracken



"Don't worry. The first thirty years of teaching are the hardest."

©T. McCracken mchumor.com

MCHUMOR.com by T. McCracken



"I've completed driver's ed, auto repair and sex ed. Now may I borrow the car?"

©T. McCracken mchumor.com



Back to school

The teacher came up with a good problem. "Suppose," she asked the second-graders, "there were a dozen sheep and six of them jumped over a fence. How many would be left?"

"None," answered little Norman. "None? Norman, you don't know your arithmetic."

"Teacher, you don't know your sheep. When one goes, they all go!"



INSERVICE REMINDER:

November 5—New Teacher Q & A Forum

November 17—Lesson Planning and Pacing for Elementary Teachers