Take The Plunge

Become

An Advant-Garde Educator
Left brain

I am the left brain.
I am analytical. I categorize. I am accurate. Linear.
I am in control. A master of words and language.

I know exactly who I am.

Right brain

I am the right brain.
I am imaginative. A free spirit. I am passionate.
Learning. Sensitivity. I am the sound of raining laurels.

I am visual. I paint with my hands.
I am everything I wanted to be.
C. S. I. ...
E.Q.

From the book “Through the Cracks”
ALL RIGHT, WHAT HAPPENED IN 1803?
HOW SHOULD I KNOW?

WHAT HAPPENED IN 1716?
WHO CARES?

WHAT HAPPENED IN 1601?
HOW SHOULD I KNOW?

WHY DON'T YOU KNOW ANY OF THESE DATES?
I WASN'T INVOLVED...

By Jeff MacN
I taught Stripe how to whistle.

I don't hear him whistling.

Said I taught him, I didn't say he learned it.
THE MONTILLATION OF TRAXOLINE

It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Certisannians gristeriate large amounts of fevon and then bracter it to quasel traxoline. Traxoline may well be one of our most lukized snezlous in the future because of our zionter lescelidge.
1. What is traxoline?
2. Where is traxoline montilled?
3. How is traxoline quaselled?
For Better or For Worse®

OK, class. Now that we have finished "Romeo and Juliet," I want you to form small groups of no more than 4 people.

I want each team to analyze this story from a communication point of view. How did these characters fail to communicate? I want you to illustrate your points using excerpts from the story, and translating these into modern-day dialogue.

Now, are there any questions?

Yeah!

Why?
Why do we have to learn this stuff, Skyler?

It's good for your mental discipline, Skyler.

And it'll help you in later life...

Right.

In case I land a job in a verb conjugation plant.

9-27
"I know my seven-digit phone number, my nine-digit zip code, my four-digit address, and my three-digit area code. There's just one thing I don't know. What's a digit?"
LS DTVF BIJ FKU SA
<table>
<thead>
<tr>
<th>#</th>
<th>Race</th>
<th>Continent</th>
<th>Language</th>
<th>Social Class</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Black</td>
<td>North America</td>
<td>“T” and “S”</td>
<td>Poverty</td>
<td>Government</td>
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<tr>
<td>2</td>
<td>Oriental</td>
<td>South America</td>
<td>“Wa” and “Sa”</td>
<td>Low-Class</td>
<td>Land Owner</td>
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<tr>
<td>3</td>
<td>White</td>
<td>Asia</td>
<td>“Enge” and “Ano”</td>
<td>Working Class</td>
<td>Business</td>
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<td>4</td>
<td>Hispanic</td>
<td>Europe</td>
<td>“Vasier” and “Le”</td>
<td>Middle Class</td>
<td>Science</td>
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<tr>
<td>5</td>
<td>Middle Eastern</td>
<td>Africa</td>
<td>Clicking and Chanting</td>
<td>Upper Class</td>
<td>Education</td>
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<tr>
<td>6</td>
<td>Native American</td>
<td>Australia</td>
<td>“Vaswag” and “Von”</td>
<td>Royalty or Celebrity</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

Create A ...
Before Observing All Teachers, Watch Your Q1s and Learn What to Look and Listen For
Students Made Far Greater Math and Reading Gains with Top 20% Teachers

Averaged AYP Among top 20% vs. Low 20% Teachers

Math

- Least-effective teachers
  -1

-0.6

14.6

Most-effective teachers

Reading

- Least-effective teachers
  -0.3

0.3

5.6

At the end of first grade, at-risk students placed in first-grade classrooms offering **strong instructional** and **emotional support** had achievement scores and student-teacher relationships equal to their higher SES peers. But at-risk students placed with **low emotional** and **instructional support teachers** improved very little.
web access
building a new paradigm
skill sets for the 21st C
return home
creative & publishing
information management
a thinking pedagogy
learning environments
E.Q.

From the book “Through the Cracks”
Are you an ...?
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