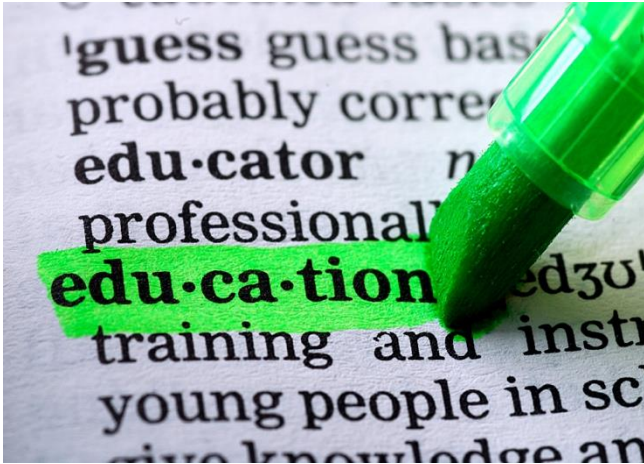


# Elementary Education Magazine



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

Knox County Elementary Edition

Copyright © 2019  
by Copyright holder name  
ISBN: 123-45678-9  
Printed in Country name

# Table of Contents

International Baccalaureate	.. <b>Error! Bookmark not defined.</b>
Leader in Me	<b>Error! Bookmark not defined.</b>
International research	.. <b>Error! Bookmark not defined.</b>
	.. <b>Error! Bookmark not defined.</b>



# International Baccalaureate: The Benefits

Students at International Baccalaureate® (IB) World Schools are given a unique education.

They will:

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest ranking universities around the world
- become more culturally aware, through the development of a second language
- be able to engage with people in an increasingly globalized, rapidly changing world.

You can find out how to [become an IB World School](#), a requirement for teaching [IB programmes](#), on this website.

IB students often perform better

IB World School students develop strong academic, social and emotional characteristics. They are also likely to perform well academically - often

better than students on other programmes.

There is more information about the performance of IB students on the [IB programme pages](#). For example, students on the [IB Diploma Programme \(DP\)](#) are likely to enroll at top universities, and students on the [Primary Years Programme \(PYP\)](#) and [Middle Years Programme \(MYP\)](#) outperform

other students in a  
number of areas.

<https://www.ibo.org/benefits/benefits-for-student>



The  
**Leader in Me™**

great happens here

Leader in

Me:

Lighthouse:

## 7 Habits of a Happy Child

What is a *Leader in Me* Lighthouse School?

Author: redolive  
August 22, 2018

<https://www.leaderinme.org/faq/what-is-a-leader-in-me-lighthouse-school/>

Within the education industry, it is common for schools to receive recognition for outstanding achievement. The Lighthouse Certification is a highly-regarded standard set by

Franklin Covey that is attainable by every *Leader in Me* school. As it is a significant benchmark, applying for this certification typically occurs four to five years after a school begins

the *Leader in Me* process.

The certification is evidence that schools have produced outstanding results in school and student outcomes, by implementing the process with fidelity and excellence. It is also because of the extraordinary impact that the schools may be having on staff, students, parents, and the greater community.

Today, there are more than 300 schools around the world that have earned Lighthouse

certification by meeting the following criteria:

The principal, school administration and staff engage in ongoing learning and develop as leaders, while championing leadership for the school.

Leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.

Families and the school partner



together in learning about the 7 Habits and leadership principles through effective communication and mutual respect.

The school community is able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.

Leadership is shared with students through a variety of leadership roles

and student voice leads to innovations within the school.

Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.

The school utilizes *The 4 Disciplines of Execution* process to identify and track progress toward the high priority goals of the school, classroom, and staff members.

Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They track progress toward goals in Leadership Notebooks and share these notebooks with adults in student-led conferences.

Teacher planning and reflection, trusting relationships, and student-led learning combine to create environments for highly engaged learning.

*Leader in Me* schools maintain their

Lighthouse Certification for two years and continue to foster their growth in exemplifying a leadership culture. At the end of the two years, schools may recertify to maintain their Lighthouse Certification.





# International Research: Spanish Language Education

Research done by Anastasia McGrath in Seville, Spain

ABSTRACT and CONCLUSION

## CONCLUSION

### 6.1 CLASS STRUCTURE

In this study, the researcher asks the following question:

*RQ 1: What pattern does the class structure follow?*

And offers the following hypothesis:

*H1: The classes will have an initial warm-up, a final closure, and will follow the presentation, practice, and production format.*

All class periods began with class wide warm-up. Most classes included the presentation,

practice, production format in some variation. Some classes ended with a final closure. The importance of the warm-up was clear in the classrooms. Students entered from various different parts of the day: classes in maternal language, lunch, recess, and home. The goal of all three of these classrooms' warm-ups is to get the students using oral comprehension and production of the target language, English. The warm-up time was used to focus the students' energy to the class ahead. As researched by Velandia (2008), the warm-up time both focused the students minds and allowed for

their attention to be held throughout the class. A transition is needed for students, especially young students, to be able to focus on a new subject.

Each class varied greatly in the PPP section. All three teachers followed the textbook. However, teachers 2 and 3 used the text books and the activities from the text books directly, for the students. Teacher 1 indirectly used the text book, using original activities for the students, while following the same lessons and vocabulary as the book. Teacher 2 followed the PPP format the most closely, the variable being whether or not the production was done in class or at home.

As stated above, the presentation, practice, production section of the nine classes varied

greatly. As mentioned in the literature review, the PPP format can take many different forms. The researcher observed one stage per day in some classes. While in other classes, the researcher observed an out of order version of the PPP format. The part of the class began with review of the section and then went on to practice, followed by a teacher presentation, and completed with a production activity. Nonetheless, the presentation, practice, production method was implemented in each of the classrooms observed. As written by Kostoulas (2012), the method does clearly build on students' previous knowledge allowing for young students to gain more from each class.

In class periods that had time for closures, they were

often quick. The one classroom that consistently had a closure, Classroom 3, with teacher 3, had a quick 'repeat after me', good-bye song to end each class. Time was an obstacle for teachers, countlessly mentioned in the interviews and plainly observed in the classrooms. The class periods that did not include a closure did have the intention of a closure. However, intention is not action. Therefore, according to Richards (1994), the students who were in class periods that ended without a closure failed to obtain a review of the class or sense of completion.

In conclusion, all three teachers attempted to follow the class structure predicted in H1. Time and individual lesson content were constrictions noted that caused a phase not to be completed

in a certain class period. All class periods began with class wide warm-up, most classes included the presentation, practice, production format in some variation, and some classes ended with a final closure.

H1 indicated that all nine class periods observed would include a warm-up, presentation, practice, production, and a closure. While the reasons were clear, this did not hold completely true.

## 6.2 THE FOUR LANGUAGE SKILLS

In this study, the researcher asks the following question:

*RQ 2: Which of the four language skills are focused on the most, in the classes?*

And offers the following hypothesis:

*H2: The oral production and oral comprehension skills will be*

*focused on most  
in the  
classrooms.*

In all three classrooms, the emphasis was put on the oral language skills. Oral comprehension was practiced often in the classrooms, in the form of teacher talk, audio text, or student reading aloud. Students in classroom 1 usually practiced oral production in the form of responding to teacher prompted questions, repeating something, or reading from the board. Students in classroom 2 and 3 mainly practiced oral production when reading from the text book to the rest of the class. While the time in class is mostly devoted to oral language skills, the homework, in each of the classes is more focused on the written language skills: comprehension and production.

Regarding written skills, across all three classes the least amount of focus was put on written comprehension. However, Teacher 1 had all of the students copy everything on the board into their notebooks, giving those students the highest amount of written production practice. If students were following along with the class in classrooms 2 and 3, they were practicing written comprehension each time they read from the book or board. The discussion questions and activities, following the texts in the book, test the students level of written comprehension while then practicing oral production.

The philosophy adopted by each of the teachers is that the class room time is mostly oral language skill



practice time, while students usually practice their written language skills more heavily at home, through their homework. With such little class time, it is important to think about the lack of target language sources many of the students have. Many students only have the two hours in English class each week. Teachers strive to take full advantage of those two hours, facilitating student listening and speaking practice. The written skills were practiced in the classroom but not as directly as the oral language skills. Written skills were often a secondary practice.

In conclusion, the oral production and comprehension skills were emphasized the most in the classrooms observed which holds H2.

### 6.3 CLASSROOM DISCOURSE

In this study, the researcher asks the following question:

*RQ 3: Which language will be used in the classes: the maternal language of the students (Spanish), the target language (English), or both?*

And offers the following hypothesis:

*H3: In the classrooms, the teachers will speak to the students mainly in the foreign/target language, English. Sometimes the professors will speak in the native language of the students, Spanish, if there are problems with the students' behavior or if the students do not understand a*

*word or phrase.  
The students  
will participate  
in the class by  
using the  
language they  
are learning,  
English, but  
they will speak  
with their  
classmates in  
their native  
language,  
Spanish.*

In following of Krashen's research on the Natural Approach, classes were taught almost completely in English. There were only three instances where teachers spoke in the students' maternal language. One of the maternal language usages was due to behavior and the other two were instances of vocabulary translation. It is known that the most effective way to teach a foreign language is to submerge the learner in the language as fully as possible. The two hours in the classroom, in this

case, are the immersion time for the students. All three teachers worked hard to facilitate English usage in the classroom. Through prodding discussion and thought, students practiced verbal production. Through positive reinforcement and individual focus students had a comfortable environment to practice and grow.

The amount of English practiced by the students, of course, depends on each individual student and their abilities and confidence. A few confident students thrived off of attention from the teacher and positive reinforcement and would use English more often. Other students who were uninterested or not confident in their abilities did not participate as much at all let alone in

the target language,  
English.

It is inevitable  
that students will  
fall back on their  
maternal language to  
speak with their  
classmates. Spanish  
is more comfortable  
for the students and  
many of the students  
know the other  
students from other  
parts of their days.  
In almost all cases,  
students used Spanish  
to speak to  
classmates.

In conclusion,  
teachers did speak  
mainly in the target  
language to the  
students, and  
students mostly  
participated in class  
in the target  
language, English.  
Many student  
exclamations and all  
chatting within  
students were in the  
maternal language,  
Spanish.



