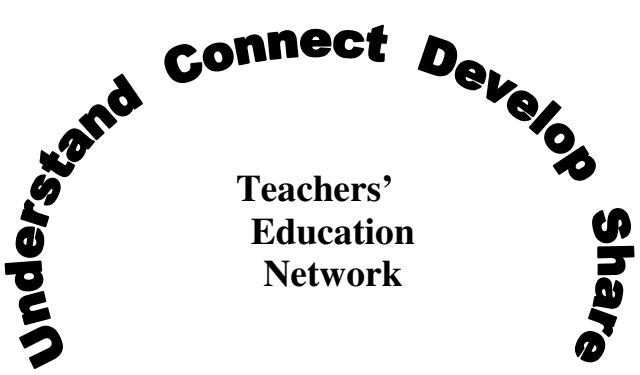

Draft of Sept 18 2008

TEN Mission

To help all teachers -- regardless of classroom experience, institutional affiliation, discipline, grade level, or educational background – to:

- UNDERSTAND research-based information about brain structure, development, and function
- CONNECT research-based findings with effective teaching practices
- DEVELOP brain-based teaching practices and strategies supported by neurological research
- SHARE relevant teaching observations and experiences with on-site colleagues and with teachers at schools throughout the Bay Area.

TEN Goals

TEN will:

- PROVIDE teachers with access to current and relevant information on neurological research and its application to classroom teaching: through presentations by leading authorities, through teacher-to-teacher discussions and interactions, and through electronic and print resources.

- HELP teachers understand the principles of brain structure, development, and function that inform and shape good teaching practices, and encourage teachers to weave those principles explicitly into instruction and peer-to-peer discussions.

- ENCOURAGE teachers to develop and share effective instructional approaches and techniques with colleagues, both within individual schools and throughout the larger educational community.

- PROMOTE dialogue, and a culture of growth and reflection, among Bay Area teachers committed to effective teaching through understanding of neurological principles.

- CREATE a productive, positive classroom experience for teachers and students everywhere

TEN Beliefs

- It's possible for an individual to be a great teacher and have no knowledge of brain structure and function – in the same way that it's possible for an individual to play an instrument without understanding how to build or repair it. However, teachers who do understand brain structure and function are much more likely to be self-reliant, resourceful, and effective with a wide range of students – and are much more likely to sustain their effectiveness over long periods of time.
- Ultimately, **all** good teaching practices are neurologically sound – whether the explicit connections between brain structure and function and the teaching practices are explicitly understood, or not. As we learn more about the brain, we will understand the underlying neurological phenomena that make some teaching practices more effective than others – and that understanding allows us to reach more students through our teaching.
- All teachers want to be effective and are motivated by success.
- Neurological knowledge improves teaching, which benefits all children, regardless of individuals strengths and difficulties.