



Effective Upper School Teaching & Leadership with Dr. Christopher Schlect

Lesson 2: Assessing Teachers

Outline:

Assessing teachers

- Are you (as administrators) trying to ensure your staff has quality teachers?
- How to differentiate between competent and incompetent teachers?
- How to improve teaching capabilities?
- How to know if a person is suited to teaching?

How God regards teaching

- **James 3:1:** Not many of you should become teachers, my fellow believers, because you know that we who teach will be judged more strictly.
 - Teachers held to a higher standard, stricter judgment
- **Luke 6:40:** ...everyone who is fully trained will be like their teacher.
 - A student will be like his teacher, it is unavoidable, so it is up to the teacher to set a good example and produce positive results.

Improving education - the curriculum vs the teacher

- Administration forms committees to scrutinize and upgrade our curriculum
- However, student prowess attributes to teachers, not the curriculum

Many administrators would rather adjust the rubric or curricular than train their teachers better - easier than taking time and energy to mentor face-to-face.

Responsible administrators:

- Enter a classroom up close to inspect their teachers
- Train ineffective teachers to improve their techniques or change their focus
- Lift great teachers as examples, remind them to maintain their efficiency
- Student activity is observed during classroom evaluations, not teacher activity

Problems with weak teachers:

- Do not understand their students
- Lack creativity to customize the lesson appealing, effectively

Sympathy and Fellowship - 2 areas of effective teaching

- **Sympathy:** Teacher stirs a protege's learning curiosity through devoting time and attention to a subject, in turn refreshing one's own learning curiosity.



- Through Sympathy, teachers and students are mutually enriched, motivated to delve deeper in the lesson.
- **A sympathetic teacher:**
 - Pays attention to his students' interest in lesson, changes his style to engage them further.
 - Encourages his students to externalize the lesson in their own unique way, allows him to react to them.
- **Key question: What does a teacher have his students do with his 'interestingness' or 'entertainment'? Does he have them produce an output in response to his input? Otherwise, he is just a performer and his students are spectators.**
- **Fellowship:** Considers how students interact with each other during a class, camaraderie among students pushes them to persevere in learning
- **Cons of being a lone student:**
 - Quintilian calls the lone student 'the solitary recluse'.
 - Studying alone induces languor and a dull mind, or arrogance because there is no competition to set a standard of excellence.
- Same concept as athletic teams where members are galvanized to outperform an opponent, work in cooperation with teammates
- **Cultivated traits:** focus, drive, determination
- Within settings of Fellowship, student is able to see a lesson through other students' eyes, provides depth to his own understanding.
- Example: Reading a book individually vs discussing the book with fellows
- A great teacher will induce fellowship among students

Ending note by Roman educator Quintilian: Let the teacher adopt a parental attitude to his pupils and regard himself as the representative of those who've committed their children to his charge. Let him be free of vice himself and refuse to tolerate it in others. Let him be strict but not austere, genial but not too familiar, for austerity will make him unpopular while familiarity breeds contempt.