

A Society of Teachers

Teacher Development Program

In order to honor our teachers' desire to grow in their craft and their desire to prepare students for a life of learning, we are improving our teacher development program. It is our desire that the program function as a society where collegiality and friendship drives our efforts to learn. Leadership will participate in the program and teachers will teach teachers. With this society at the heart of our school, we hope to create a learning community, for parents, teachers, staff, and administrators who love to learn.

1. **Goal: The program should help teaching to be more missional, effective, and enjoyable.**

1. A classical and Christian approach to learning requires a unique approach to teaching.
2. Teaching is a skill and, like other skills, it must be developed, practiced, and re-developed.
3. Teaching is an art and, like other arts, when mastered it becomes enjoyable and edifying.

2. **Domains of Competency:** The program seeks to develop three domains or areas of competency.

1. **A Community Mindset: Learning to Function as a Team**

On the foundation of mutual respect and in pursuit of professional excellence we hope to develop esprit de corps or the power of a common bond found in those passionate for the mission and vision of an organization.

2. **A Master Teacher Skill Set: Improving our Approach to Teaching**

Because the lifeblood of a school is the teacher/student relationship, we will be knowable and worthy of being known. We will create an environment of mutual respect. We will seek to be clear, precise, and relevant.

3. **The Classical and Christian Graduate: Improving Student Learning**

We will not stand above the standard passively waiting for students. We will actively pursue students toward God's goodness, strength, and freedom.

2. **Profiles of Development:** In each domain, there are three distinct profiles of learning.

1. To honor the time of our teachers, the profiles allow professional development to be customized for each level of mastery.
2. To offer each teacher an opportunity to excel at a pace that matches his or her ability, we allow teachers to work out a timeline for progression with the Deans.
3. To reward each teacher for their effort, we will construct pay bands for each profile.

3. **Threshold and Profile Questions:** Each domain of competency has a list of questions so that the teachers and deans can easily measure progress.

[Click here for an overview of A Society of Teachers](#)

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Domain 1: A Community Mindset

Respect was invented to cover the empty place where love should be.

— Anna Karenina

Competency Threshold: Respect

All members of the community are required to extend respect to every other member of the community.

Few deserve honor and fewer deserve trust, everyone deserves respect.

When respect drives our interactions with other members of the community,

- We treat others as we want to be treated.
- We see others in light of their potential.
- We listen to others with a sincere interest in them.
- We seek relationships not dominance or manipulation.

Respect compels us to act appropriately until higher motivations develop.

1. Respect removes bias that prevents us from seeing the truth.
2. When people feel respected, observed without bias, they tend to perform better.
3. When people perform better respectful people extend to them an appropriate degree and type of trust.
4. When a person is trusted, they gain the honor of greater responsibility.
5. When they meet the expectations of trust they become worthy of an appropriate degree and type of honor.
6. If a person is deemed honorable for an extended period of time, they gain the reverence that respectful people appropriately award.

Domain 1: Threshold Questions	
Extends respect to all members of the community	• Is the pattern of your words critical? Do you see potential or failure?
	• Do you ask questions? Are you seeking to learn?
	• Do you ask questions? Are you seeking to know others?
	• Do you support others? Are you seeking to help?

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Domain 1: A Community Mindset

Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.

— Scout, *To Kill a Mockingbird*

Profile 1: Learning Self-Differentiated Empathy

To act wisely and compassionately requires freedom from fear, shame, and pride.

Self-Differentiation is the ability to separate how you feel about something from how you think about it. It is the ability to distinguish your thoughts and feelings from other people’s thoughts and feelings.

Empathy is the ability to see life from another person’s perspective. It is the ability to learn from their experiences by feeling their joy and suffering.

A person with **Self-Differentiated Empathy** has well-established core convictions gained, tested, and refined through a life of loving others and seeking a deep impact on the world.

When Self-Differentiated Empathy drives our work,

- We gain the ability to enjoy hard and frustrating tasks.
- We gain the ability to love those who are hard to love.
- We gain the ability to bring justice and compassion.
- We gain the ability to see beauty in the midst of sin and misery.

Self-Differentiated Empathy frees us from fear, shame, and pride. It frees us to do the next right thing.

Domain 1: Profile One	
Acts with Self-differentiated Empathy	• Do you learn from failure? Do you seek to defend or to cast blame?
	• Do you long to see others flourish? Do you self-promote?
	• Do you confront/encourage others rationally? Do you react with hyper or passive aggression?
	• Do you enjoy life? Do you avoid conflict or pleasure?

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Domain 1: A Community Mindset

There are many whom I have had the privilege of meeting whose tombstones might well bear the grim epitaph . . . 'born a man, died a doctor.'

— D. Martyn Lloyd-Jones

Profile 2: Learning Individualized Shared Ownership

Ownership grants the right to define expectations without the ability to escape accountability.

Shared Ownership is the act of delegating a set of expectations and an area of accountability.

Individualized Shared Ownership is the act of meeting expectations in an area of accountability from the strength of personal temperament and developed experience.

When we accept **Individualized Shared Ownership**,

- Work becomes an opportunity to honor and celebrate others.
- Work becomes an opportunity to reveal the unique glory for which we were created.
- Work becomes an opportunity to grow mentally and spiritually.
- Work becomes an opportunity to be part of something larger than ourselves.

Individualized Shared Ownership transforms work from compliance to a meaningless standard, into an opportunity to work as unto the Lord.

Domain 1: Profile Two	
Accepts Individualized Shared Ownership	• Do you own your own story? Do you hide behind a pose or a posture?
	• Do you see God's glory uniquely revealed in others? Do you ignore, fear, or bully those with different temperaments?
	• Do you have a personal plan for improvement? Do you tolerate mistakes and accept incompetency from yourself?
	• Do you find God's wonder in your work?

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Domain 1: A Community Mindset

Nietzsche’s words, “He who has a why to live for can bear with almost any how,”...Whenever there was an opportunity for it, one had to give them a why—an aim—for their lives, in order to strengthen them to bear the terrible how of their existence.

—Frankl

Profile 3: Assumes Responsibility for Results

Life demands meaning. Our enjoyment of life has little to do with our situation. Many have gained success, wealth, and power only to feel empty and depressed. People need a reason to live. They have to believe that life has a point and that what they spend their time doing is meaningfully connected to life’s point.

Work can offer meaning to life. The sad reality is that most people have great jobs, which offer significant meaning. However, people either do not know how to find meaning in their jobs or they simply do not want to accept the risk.

To accept the risk of finding meaning in a job requires that we assume the responsibility for results. Feeling powerless to change results, we reject all connection to them. At best, we are thankful for or feel pity for those who will be held accountable. At worst, we mock them either as incompetent failures or fools to get caught.

Those, however, who willingly **assume responsibility for the results** of a significant task, experience some of life’s greatest joys:

- The noble feeling of a job well-done.
- The swagger of becoming stronger in the face of adversity.
- The laughter of camaraderie.
- The confidence of knowing you can adapt.
- The joy of giving away something you earned.

Assuming Responsibility for Results teaches us the meaning of serving a sovereign God in community in a fallen world.

Domain 1: Profile Three	
Assumes Responsibility for Results	• Is your work connected to your story or is it just something you do?
	• Is the mission of the school tied to the mission of your life?
	• Do you allow empathy to eschew accountability?
	• Do you try harder after a failure or a success?
	• Do you confront obstacles with new strategies or excuses?

Domain 1: Threshold Questions	
Extends respect to all members of the community	• Is the pattern of your words critical? Do you see potential or failure?
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Domain 2: The Master Teacher Skill Set

Nobody cares how much you know until they know how much you care.
 — Theodore Roosevelt

Threshold: Developing the Teacher/Student Relationship

All teachers are required to develop the unique and powerful relationship that learning demands

We develop The Habits of the Mind *in a way that* develops the habits of the soul *so that* students serve Christ and love others.

- We order the mind around numbers and letters
in way that inculcates the habit of crafting a sentence or an equation with clarity and precision, *so that* graduates can communicate with integrity.
- We offer a disciplined experience of things,
in a way that incites discovery of symmetry, proportion, and harmony *so that* they will delight in what is beautiful and ignore what distasteful.
- We ingrain the habit of struggling to know things,
in a way that creates inquiry for meaning, connections, and causation, *so that* students can separate truth from lies and goodness from evil.

In Domain Three, we will look at the significance of what we are trying to accomplish, and how student output impacts teacher development. In Domain Two, we are focusing **on the way** we teach.

The Classical and Christian Teacher

- **Inculcates a habit** of goodness instead of indoctrinating obedience.
- **Incites discovery** of beauty rather than adopting an opinion.
- **Creates an inquiry** for truth rather than dictating an answer.

This level of education cannot be accomplished simply by “getting their attention.” The teacher must be **knowable** and worthy of being known (i.e., **respectful, understandable, and relevant**).

Domain 2: Threshold Questions	
Develops the Student/Teacher Relationship	• Do you enjoy being around children?
	• Are you physically able to endure the long day?
	• Are you mentally capable of following the curriculum?
	• Are you spiritually prepared to endure ignorance and sinfulness?
	• Are you interesting enough to hold their attention?

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Domain 2: The Master Teacher Skill Set

Teaching has its natural laws as fixed as the laws of circling planets or of growing organisms. Teaching is a process in which definite forces are employed to produce definite effects, and these effects follow their causes as regularly and certainly as the day follows the sun.

— Gregory

Profile 1: The Seven Laws of Teaching

We will first learn the fundamental principles of the teaching/learning.

1. Knows thoroughly and familiarly the lesson you wish to teach
2. Gains and keeps the attention and interest of the pupils upon the lesson
3. Uses words understood by both teacher and pupil in the same sense
4. Begins with what is already well known to the pupil and proceeds to the unknown
5. Makes the pupil a discoverer of truth
6. Requires the pupil to reproduce the lesson he is learning in his/her own language
7. Reviews, corrects, reviews

In the beginning a teacher should force herself or himself to follow these laws. First, this will insure that she/he does no harm to student development. Secondly, if the teacher practices these laws from the vulnerability of a relationship, the teacher will habituate the laws and begin to move down the path toward becoming a master teacher.

Domain 2: Profile 1	
Mastered the Laws of Teaching	• Have you completed the Seven Laws Teacher development program?
	• Do you develop lesson plans with mastery of each of the Seven Laws?
	• Have you demonstrated mastery of each of the Seven Laws during observations ?
	• Do your assessments reflect mastery of the Seven Laws?
	• Do you grade appropriately and post grades quickly?

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Domain 2: The Master Teacher Skill Set

“Those who know, do. Those that understand, teach.”
-Aristotle (attributed)

Profile 2: Teaches From Understanding

We develop mastery by developing an understanding of the teaching/learning process.

1. Develops instructional plans based on a command and application of pedagogical content knowledge.
2. Motivates student learning through different teaching methods.
3. Demonstrates a knowledge and application of teaching strategies and skills.
4. Instruction is guided by enacting disciplined experiences of subject-development and learning-development.
5. Teaches by inquiry and for discovery.
6. Assesses students in a way that accurately measures effectiveness of learning and teaching.
7. Uses data from assessment to inform school-wide curriculum decisions

After habituating the fundamental principles, teachers will learn to teach from a deeper understanding of both the teaching and learning process.

Learning the science behind teaching, however, offers us very little if the teacher does not habituate understanding through teaching with the vulnerability of a relationship.

Domain 2: Profile 2	
Teaches from Understanding	• Have you completed the Teaches from Understanding Teacher development program?
	• Do you develop lesson plans that reflect an understanding of the teaching/learning process?
	• Do your observations reflect an understanding of the teaching/learning process?
	• Do your assessments reflect an understanding of the teaching/learning process?
	• Do you grade appropriately and post grades quickly?

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Domain 2: The Master Teacher Skill Set

“Education is an art, which the great teachers and the good teachers largely teach themselves.”

- Weaver

Profile 3: Teaches Intuitively

1. Develops lessons for meaning and engagement.
2. Creates a community of learners.
3. Offers both Mythos and Logos to students.
4. Demonstrates the ability to meta-think about student understanding and to teach responsively.
5. Stirs up wonder in the heart of students.
6. Helps students to develop a personal voice that reflects personal mastery.
7. Is known to be a lover of learning.

Domain 2: Profile 3	
Teaches Intuitively	• Have you completed the Teaching Intuitively Teacher development program?
	• Can you make connections across disciplines?
	• Have your written a philosophy of education?
	• Are you a writer and a reader?
	• Have you developed an eye for symmetry, proportion, and harmony?

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Domain 3: The Classical and Christian Graduate

[The Classical and Christian Graduate] senses in himself an internal principle of control, to which his thoughts and actions are related. Ever aware of this, he makes his choices, and this choosing is the most real thing he ever does because it asserts his character in the midst of circumstance.

— Weaver

Threshold: Pursuing Students academically and spiritually

Every Cary Christian School teacher actively pursues students, seeking to bring them to the standard.

We develop **The Habits of the Mind** in a way that develops **the Habits of the Soul**, so that **students serve Christ and love others**.

- We **order the mind around numbers and letters**, in way that inculcates the habit of **crafting a sentence or an equation with clarity and precision**, so that graduates can **communicate with integrity**.
- We offer a **disciplined experience of things**, in a way that incites discovery of **symmetry, proportion, and harmony**, so that they will **delight in what is beautiful and ignore what distasteful**.
- We ingrain the habit of **struggling to know things**, in a way that creates inquiry **for meaning, connections, and causation**, so that students can **separate truth from lies and goodness from evil**.

As classical and Christian educators we have unique set of outcomes:

- The Habits of the Mind
- The Habits of the Soul
- Service to Christ and love for others

These goals will never be reached by “following the curriculum.” They require mental and emotional engagement.

Domain 3: Threshold Questions	
Goes after students	• Do you speak more about mistakes or potential?
	• Are you patient?
	• Are you persistent?
	• Do you listen?

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Domain 3: The Classical and Christian Graduate

Teaching is the communication of experience ... painting in the mind of another the picture in one's own mind ... thus making it common to both.

— Gregory

Profile 1: The Pursuit of More

Over time teachers will learn the use of teaching strategies related to specific disciplines of study, but with the support of a good curriculum, a teacher who uses the common strategies of Bloom's Taxonomy will serve his/her students well.

1. Knowledge: Students will recall what was taught.
2. Comprehension: Students will understand what was taught.
3. Application: Students will be prepared to use what is taught.
4. Analysis: Students will be prepared to compare what is taught from something that was previously taught.
5. Synthesis: Students will be able to connect what is taught to something that was previously taught.
6. Evaluation: Students will be able to judge the value of what is taught.

A good teacher thinks about what he/she wants students to do. She knows that learning requires the active processing of information, but she does not just hope a student will process content. She uses strategies that help students process.

Domain 3: Profile 1	
Pursuing More	• Do you know the standard?
	• Do you know where your students are in relation to the standard?
	• Do observations reflect an understanding of Bloom's Taxonomy?
	• Do observations reflect an understanding of specific strategies?

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Domain 3: The Classical and Christian Graduate

Education teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility.”

— Cardinal Newman

Profile 2: Shepherding Toward Goodness, Strength, and Freedom

A shepherd has the ability to go after sheep in a way that guides the sheep to walk in the right direction.

It is not enough to teach strategically, eventually we have to ingrain learning strategies in the students. These strategies can then become tools in each student’s toolbox that he can use to solve problem.

Over time, teachers will learn specific and subject related learning strategies, but if we place a few common strategies for inquiry and for discovery in his/her toolbox, they will quickly gain the competence to attack any subject.

1. Definition: Students will learn by discovering the meaning of words.
2. Comparison: (Similarity/Difference) Students will learn by comparing one object to another.
3. Circumstance: (possible/impossible) Students will learn by determine the possibility of an event occurring.
4. Relation: (cause/effect) Students will learn by discovering the cause of an object or the effect of the object.
5. Authority: Students will learn by listening to a trustworthy source.

These five strategies are derived from Aristotle’s list of “common topics.” They are often used by rhetoric teachers to teach the skill of invention or of discovering an argument before writing a paper. They are, however, intended to be used for discovery in every subject.

Domain 3: Profile 2	
Shepherds Toward the Standard	• Can you connect the curriculum to the standard?
	• Do you connect strategies to the curriculum?
	• Do students demonstrate mastery of the common strategies?
	• Do students demonstrate mastery of specific and subject-related strategies?

A Society of Teachers

Domain 3: The Classical and Christian Graduate

Education is a process by which the individual is developed into something better than he would have been without it.

— Weaver

Profile 3: Cultivating toward Goodness, Strength, and Freedom

When a farmer cultivates a crop, he steadily and skillfully tends to what matters so that the crop will flourish.

Great teachers have the same approach. They know how to tend to what matters so that students flourish academically and spiritually.

We want students with well-developed **Habits of the Mind**,
That feeds and drives their well-developed **Habits of the Soul**,
So that they will be prepared **to serve Christ and to love others**.

- Their minds are ordered around numbers and letters.
- They are habitually clear and precise.
- They communicate with integrity.

- They have endured a disciplined experience of things.
- They have discovered symmetry, proportion, and harmony.
- They have delighted in what is beautiful and ignored what is distasteful.

- They have habitually struggled to know things.
- They know the questions to ask to find meaning, connections, and causation.
- They have categories to separate truth from lies and goodness from evil.

All teachers, worthy of the title teacher, have a common mindset of pursuit. Good teachers have the ability to not only connect with students, but to offer them the skills and the strength to head toward the goal. Great teachers offer students an opportunity to become good, strong, and free.

Domain 3: Profile 3	
Cultivates Toward the Standard	• Do your students connect the curriculum to the standard?
	• Do your students connect strategies to the curriculum?
	• Do your students connect strategies to the standard?
	• Are they using these habits to form a Biblical worldview?

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	• Do students demonstrate mastery of specific and subject-related strategies?
Domain 3: Profile 1	
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	• Do you know where your students are in relation to the standard?
	• Do observations reflect an understanding of Bloom's Taxonomy?
	• Do observations reflect an understanding of specific strategies?
Domain 3: Threshold Questions	
Goes after students	• Do you speak more about mistakes or potential?
	• Are you patient?
	• Are you persistent?
	• Do you listen?