

Up, Up and Away

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“Teach up for Excellence” by Tomlison and Javius (2012) was a fantastic look at the philosophy of making sure that all students are given the same opportunity for greatness. It speaks to the point that still today depending on the socioeconomics of a school district that many children do not have the same opportunity for a rigorous education. It speaks to the point that many gifted children do not get the stellar education because the teacher still often times teaches to the core students. These “middle” students are getting uninspired teaching and they are simply learning in a sterile manner and forum. Lastly the lower end students are left behind because of a teacher’s lack of 21st century training or deep care to teach and excite in a differentiated forum.

This article went on to state that students become victims of this 21st century type of school segregation. This so called segregation is amalgamated often times with the race of the child and economic status of the family involved. These are great predictors for a child’s chance of ultimate success. This becomes more interesting and problematic as we head into the future; this demographic of student (minorities) may be the majority.

This article continues to expound on issues that can be seen in some districts. There are certain teachers in different classrooms that are uninspiring. Boring lecture formats are often the weary teachers answer to instruction whereas what needs to be done is a creation of an activity based instructional paradigm that will excite and inspire the teachers and students, taking them to new heights. Some teachers refuse to enhance or re-create their teaching ways simply because they are tired. They will reason why they cannot teach the way in which students will excel. The data states emphatically that exciting, hands on and growth oriented classrooms is what 21st century instruction looks like. This would be a place that students would fight over getting that exciting teacher on their schedule.

There are seven principles of teaching up to our students. I will speak about each of Tomlison’s and Javius’s 7 step paradigm, connecting them, as I believe they are tied together permanently. We must have a classroom where rigorous opportunities, along with a lifelong learning educator is first and foremost. We have to embrace the differences of our students in a manner where we can differentiate lessons and not be mad about it because we have to do more work. Students come to our classrooms with different points of entry within the curriculum. They also have a certain speed and ability they work at so we should lovingly help them instead of being mad at them for being or falling behind. Let every student, especially the ones with great needs have their “Peacock” moments. Where is the love for the student at when we are uninspired ourselves and just punching the time clock? We must take time to be flexible and not so entrenched in our ways. We must understand and care where our students come from and where they are at today. Lastly we must always be analyzing what we are doing and be ready

to connect with each student, giving them a pat on the back for a job well done or a pragmatic talk with a student with a certain need.

This was a great motivational article. Sometimes teachers are devoured by their own weariness and may protract it on their students. When this happens the students are not getting the best of you. If we believe that all students are allowed to have the opportunity to achieve, than our classrooms or buildings can truly be the place where greatness begins.

Tomlinson, C. and Javrus, E. (2012) Educational Leadership. Volume 69, Number 5

For Each to Excel Pages 28-33.