

*The purpose of this guidebook challenges you to discover your own inner great teacher. This discovery will help you become familiar with the central ideas of how to think, speak, and act as a great teacher, ultimately increasing your marketability and success in a very competitive field.*

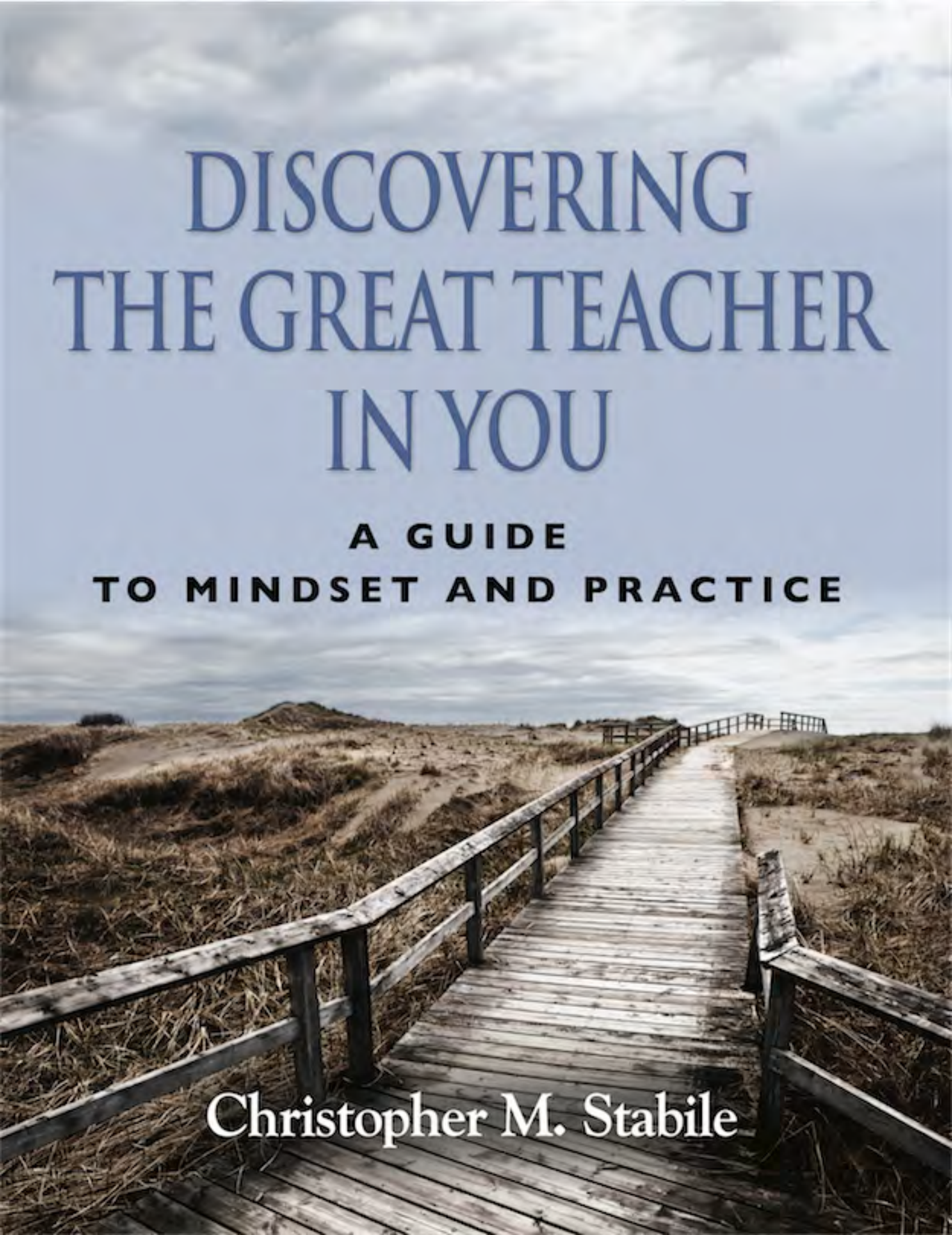
## **Discovering the Great Teacher in You A Guide to Mindset and Practice**

by Christopher M. Stabile

**Order the complete book from the publisher  
[Booklocker.com](http://www.booklocker.com)**

**<http://www.booklocker.com/p/books/9315.html?s=pdf>**

**or from your favorite neighborhood  
or online bookstore.**

A wooden boardwalk with railings leads through a field of dry, golden-brown grass under a cloudy sky. The boardwalk is made of weathered wooden planks and has a simple wooden railing on both sides. It starts in the foreground and leads towards the horizon, curving slightly to the right. The sky is filled with soft, grey clouds, and the overall atmosphere is calm and contemplative.

# DISCOVERING THE GREAT TEACHER IN YOU

**A GUIDE  
TO MINDSET AND PRACTICE**

**Christopher M. Stabile**

Copyright © 2017 by Christopher M. Stabile

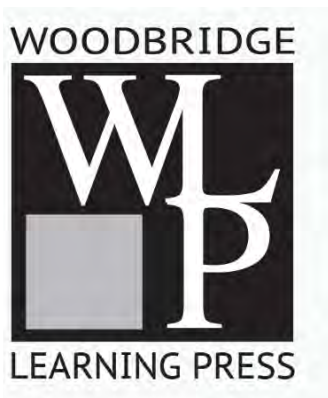
Library of Congress Control Number: 2016909521

ISBN-10: 0692528245

ISBN-13: 978-0-692-52824-2

All rights reserved. Only indicated parts of this publication may be reproduced for educational purposes or self-use in the classroom. Otherwise, the remainder parts of this book may not be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author.

Printed on acid-free paper.



Port Saint Lucie, FL

First Edition

## **DISCLAIMER**

This book details the author's professional experiences with and informed opinions about teaching and learning. The author is a certified teacher and philosophical practitioner.

The author and publisher are providing this book and its contents on an “as is” basis and make no representations or warranties of any kind with respect to this book or its contents. The author and publisher disclaim all such representations and warranties, including for example warranties of merchantability and employment advice for a particular purpose. In addition, the author and publisher do not represent or warrant that the information accessible via this book is accurate, complete or current.

The statements made about products and services have not been evaluated by the U.S. government. Please consult with your own legal or accounting professional regarding the suggestions and recommendations made in this book.

Except as specifically stated in this book, neither the author or publisher, nor any authors, contributors, or other representatives will be liable for damages arising out of or in connection with the use of this book. This is a comprehensive limitation of liability that applies to all damages of any kind, including (without limitation) compensatory; direct, indirect or consequential damages; loss of data, income or profit; loss of or damage to property and claims of third parties.

You understand that this book is not intended as a substitute for consultation with a licensed medical, legal or accounting professional. Before you begin any change your lifestyle in any way, you will consult a licensed professional to ensure that you are doing what’s best for your situation.

This book provides content related to educational topics. As such, use of this book implies your acceptance of this disclaimer.

# Table of Contents

A Cup of Tea: Zen Koan.....	x
An Invitation to Discovery.....	1
On the Path Towards Empowerment.....	3
Recognizing Your Cup: Answering the Call to Teach.....	5
Central Questions.....	10
Central Theme.....	11
Outcomes.....	12
Objectives.....	13
How to Use this Guidebook.....	14
Quick References.....	15
<i>Contacts</i> .....	16
<i>Websites</i> .....	17
<i>Books, Media, and Supplements</i> .....	18
Spilling a Little from Your Cup: Understanding the Journey.....	19
<i>Why Teach: Choice or Decision</i> .....	23
<i>Readiness to Learn Begins in the Mind</i> .....	30
<i>Taxonomy of Teacher-Based Mindsets</i> .....	32
<i>Teaching Demonstration</i> .....	37
<i>Why You Do What You Do: Knowing the Reasons</i> .....	40
Emptying Your Cup: Examining Assumptions.....	42
<i>Knowing You have to Empty Your Cup: Perceiving Through Paradigms</i> .....	47
<i>Emptying More Out of Your Cup: Understanding Yourself as a Learner</i> .....	53
<i>Dumping the Cup Contents: Engaging in Self-Examination</i> .....	57
Refilling Your Cup: Succeeding at Your Teaching Position.....	68
<i>Reflecting on Systems Thinking</i> .....	69
<i>The Classroom (Learning Environment)</i> .....	72
<i>Classroom Management</i> .....	72
<i>The 5 P's of Classroom Management</i> .....	74
<i>The Frayer Model</i> .....	76
<i>Review the Syllabus with Your Students</i> .....	77
<i>The 4 C's of Positive Student Interaction</i> .....	82
<i>Learning (Engaging Students)</i> .....	85
<i>Illustrate the Location and Importance of Objectives</i> .....	85

<i>Help with Reading Comprehension</i> .....	87
<i>Questioning</i> .....	90
<i>The Writing Process</i> .....	94
<i>Ways to Review with Your Students</i> .....	95
<i>Teaching (Instructional Efficacy)</i> .....	97
<i>Lesson Plans: How to Organize the Class</i> .....	97
<i>Templates to Develop Lesson Plans</i> .....	99
<i>Ice Breakers</i> .....	101
<i>Early Engagement</i> .....	102
<i>Pre-Learning Ideas</i> .....	103
<i>Graphic Organizers as Instructional Tools</i> .....	107
<i>30-20-10 Principle to Improve Instructional Pacing</i> .....	113
<i>The Quantity and Quality Relationship in the Instructional Process</i> .....	115
<i>Varying Your Instructional Behavior</i> .....	117
<i>Instructing via Groups</i> .....	121
<i>Curriculum (What Students Need to Know)</i> .....	124
<i>Curriculum</i> .....	124
<i>Managing Curriculum</i> .....	128
<i>Reconfiguring a Current Course or Creating a New Course</i> .....	129
<i>Assessment (Evidence of Student Learning and Teaching Effectiveness)</i> .....	133
<i>A Quick Note on Assessment</i> .....	133
<i>Formative Assessment or Classroom Assessment Techniques (CATs)</i> .....	134
<i>Rubrics</i> .....	139
<i>Blueprint Your Mid-Terms and Finals</i> .....	141
<i>Specifics of Teaching in Higher Education</i> .....	146
<i>Americans with Disabilities Act (ADA)</i> .....	146
<i>Virtual (online) Teaching</i> .....	148
<i>Summary Word Bank Review of Expressed Ideas</i> .....	153
<i>Transferability of Greatness from Thinking to Practice</i> .....	157
<i>Supplement A: Teaching Outline: What You Need to Know, Say, and Do</i> .....	158
<i>Quick Reference of Essential Strategies for Effective Classroom Engagement</i> .....	160
<i>Supplement B: Quick Self-Reference Teaching Chart</i> .....	161
<i>Supplement C: Successful Teaching Practices</i> .....	162
<i>Supplement D: Teacher Talk or Language Revision Worksheet</i> .....	165
<i>Supplement E: Lesson Modification Analysis</i> .....	169

*Discovering the Great Teacher in You*

<i>Part I: Prior Planning</i> .....	169
<i>Part II: Reflection and Evaluation</i> .....	170
<i>Part III: Changes</i> .....	171
<i>Supplemental F: Teaching Improvement Handout</i> .....	172
<i>Action Plan Format</i> .....	172
Rate Yourself on the Guidebook Outcomes.....	173
<i>The Affective Perception Inventory on the Nature of Teaching</i> .....	174
The 5 Things Every Teacher Needs to Grow .....	176
Reflective Thinking Notes .....	177
Index.....	179
Acknowledgements.....	181
Biography of Christopher M. Stabile .....	182

## *A Cup of Tea: Zen Koan*

### *Parable: A Cup of Tea*

Nan-in, a Japanese master during the Meiji era, received a university professor who came to inquire about Zen.

Nan-in served tea. He poured his visitor's cup full, and then kept pouring.

The professor watched the overflow until he no longer could restrain himself. "It is overfull. No more will go in!"

"Like this cup," Nan-in said, "you are full of your own opinions and speculations. How can I show you Zen unless you first empty your cup<sup>1</sup>?"

---

<sup>1</sup> *Zen Flesh, Zen Bones: A Collection of Zen and Pre-Zen Writings*. Compiled by Paul Reps (p. 5)



## *An Invitation to Discovery*

### *The Symbol of the Cup*

A great way to promote active engagement with the content of this guidebook is while you are enjoying some tea or coffee. As you are drinking your beverage, reflect on the story about the cup and the professor. This story characterizes a Koan, which in Zen, is short parable of wisdom where the reader thinks about the potential message as to gain an insight on its applied meaning and interpretation. The message in *The Cup of Tea* serves as the basis of this guidebook project because the revealed message points out that mindset (the cup as its symbol) influences our ability to learn. In this case, learn what it takes to discover your inner great teacher.

Now, take a moment—Do you realize that you have a cup? Do you recognize it? Do you notice if your cup is full? Is it filled with opinions, assumptions (preconceptions), and speculations about a potential or an existing career in teaching? Will these hinder or help you on your journey to discovering the great teacher within? Can you find a way to analyze and evaluate them? Have you asked yourself what effective<sup>2</sup> teaching looks like? Can you observe it? What does great teaching imply? What does it take to be a great teacher? Most important, will you enjoy it? What were some of your answers to these starter questions? Your answers will determine the starting point of your journey. Accordingly, each reader sets their own relative starting place.

### *Roadmap of Your Journey*

Your belief in yourself and your desire to teach provides the motivation to make this journey worthwhile. However, before you start this quest, it is important for you to realize that only when you start to **believe**—can you become a truly great teacher. Use this guidebook, created with you in mind, a person making the *transitional* journey into education, to help navigate your thinking, beliefs, language, attitudes, and actions towards how great teachers think and behave<sup>3</sup>. The investment you make in yourself will have untold benefits towards the success of your future students.

Our intention is to present an analysis of the effort required to become a great teacher. This effort requires three elements: (1) a growth<sup>4</sup> mindset, (2) intentional practice, and (3) a means to

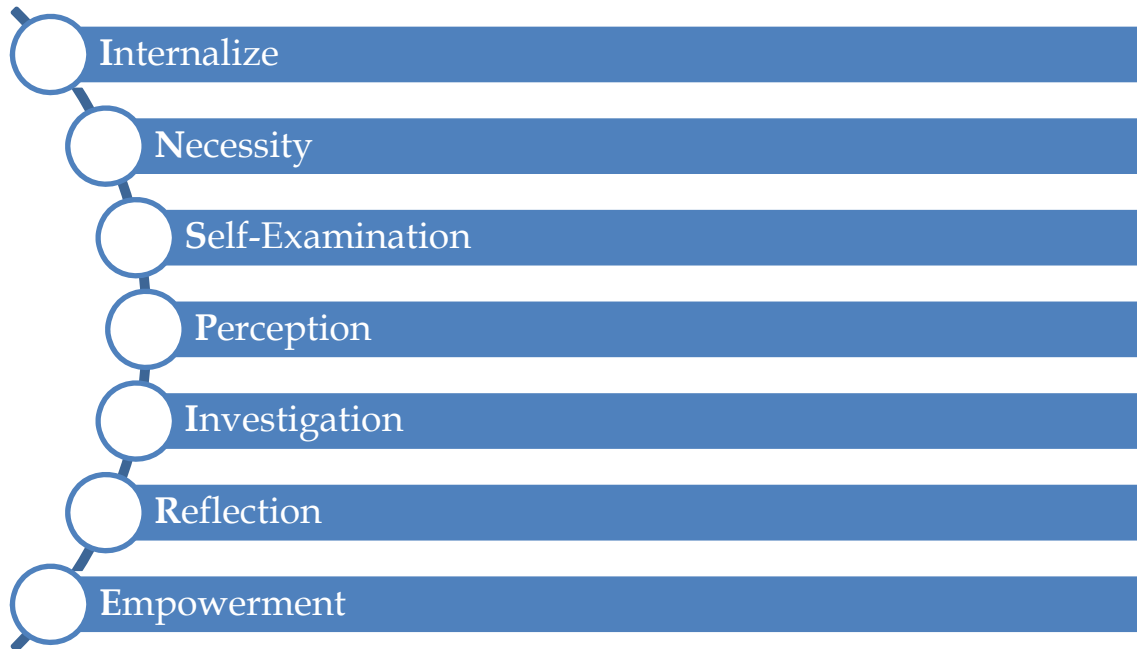
---

<sup>2</sup> As the title of this guidebook states, *Discovering the Great Teacher in You*, the word “great” will be used interchangeably with the words “effective” “successful” or “inspirational.” **Note**—Teaching effectively takes willful practice and dedication because at times it can be very complex. Additionally, the grammar used in this guidebook is meant to be personal, informal, and in the moment.

<sup>3</sup> Other aspects of effective teaching go beyond the scope of this guidebook, such as focusing on administrative duties (grade book, expectations, office hours, benefits, onboarding, advising, attendance, dress, etc.).

<sup>4</sup> A “growth” mindset implies that a great teacher would be thinking about self-improvement through

develop them. We define this *means* as a roadmap or framework with the following acronym for easy remembrance: **INSPIRE™**. It implies the following components of the person-to-teacher transitional journey:



This journey is further segmented into the following phases: **Before, During, and After**, corresponding to specific components within the **INSPIRE™** framework. Specifically, phase one focuses on developing your effective teacher mindset *before* you begin your quest. Phase two concentrates on the immediate activities required to *obtain* a teaching position and learn how to succeed at it. Finally, phase three shows you activities and other important tips on how to be even more successful in your teaching position *afterwards*. Together, both the phases and the components form the structure of various sections within this guidebook. We believe this organizational outline will assist you to (1) identify the main points of each phase of the transitional process, and (2) apply these points to activities designed to help you take ownership of what you need to know to be positive throughout your teaching career.

*Discovering the Great Teaching in You: A Guide to Mindset and Practice* points out what you need to know, say, and do regarding the process of becoming an effective teacher. These learned insights will ultimately provide you with a competitive advantage when seeking advancement or employment. Furthermore, check out [www.thinkingandtraining.com](http://www.thinkingandtraining.com) for updated material and other professional development opportunities. Good luck in your educational endeavors. Remember, you will not make this journey alone.

---

self-examination. This will also be referred to as the “beginner,” “right,” or “inspirational” mindset. Each term implies the same meaning throughout this guidebook. See Dweck, C. (2007). *Mindset, the new psychology of success: How can we learn to fulfill our potential*. New York: Ballantine Books.

## *On the Path Towards Empowerment*

### *Practice*

During our 20 years of successful educational experience, we consistently observed that the more skill teachers gained at practicing an evaluation process called **critical reflective thinking**, the more “open” these teachers typically became to new ideas. Teachers started to recognize achieving “greatness” as an on-going quest and that they ultimately were empowered to actively engage in this life-long journey. They also realized there is more to learn, know, and understand regarding the practice of becoming great. Teachers who habitually engaged in this activity usually developed a sense of empowerment to improve. These empowered teachers generally began to understand **practice**<sup>5</sup> to mean:

- setting new goals after their current goals are reached
- growing and developing as a teacher rests on the intentional evaluation of assumptions
- making changes to their thinking and practices based on the realizations learned from this evaluation process
- evaluating the evaluation process is continual
- analyzing assumptions requires on-going effort

Self-knowledge learned through intentionally questioning and evaluating underlying assumptions opens a path to learn new ways of thinking about the practice of teaching<sup>6</sup>. Thus, this critical reflective thinking process made the act of becoming a great teacher, a paradoxical phenomenon.

### *Paradoxical Mindset*

The mindset of a great teacher is paradoxical due to the growth of the person-as-teacher. To clarify, as a person becomes more masterful in the act of teaching through purposefully reflecting on their practice, that person gains the *wisdom* to use their discovered insights to improve their act of teaching. As a result, a “beginner’s mindset”<sup>7</sup> starts to develop from this practice. In other words, by becoming truly skillful in the craft of intentionally evaluating assumptions about teaching (to be explored in-depth later), the person-as-teacher re-emerges as a “beginner,”

---

<sup>5</sup> Be aware that this practice may be practiced by oneself, but it is optimal to practice in a learning community. If this community does not exist, then practice for yourself and share with those willing to share, if possible. Seek out other great teachers. They exist. This view of practice is based on concept of *praxis*. *Google* it.

<sup>6</sup> Before one can teach, one must learn how.

<sup>7</sup> The term “beginner” is used in the context of being open to new ideas and to new ways of thinking. There are expert teachers who might not be great teachers, because “expert thinking” may be very limiting and ridged, so the notion here is beginner. Thus, the paradox is that the more a teacher advances in their ability to engage in reflective thinking, the more a teacher thinks as a beginner. Great teachers are *wise*, meaning they understand that they do not know everything (as Socrates pointed out) and are more likely to be collaborative, sharing, and helpful. Mimic them.

defined as one who is open to new experiences and other ways of thinking to reach their full potential as a teacher.

To this end, elect to engage with the content in this guidebook with vigor because if you do, you may start to discover for yourself that “mindset” separates average teachers from good teachers—good teachers from great teachers. It’s up to you to be the teacher you see yourself becoming. Hopefully, you chose to discover the great teacher waiting to be found. If you do, then it will be similar to showing a person Zen, because both require a person to acknowledge they have a cup (mindset of opinions and assumptions) that needs emptying. Reading actively puts you further down the path towards emptying your cup and refilling it with the values of great teachers, affectively influencing your future practice.

## *Recognizing Your Cup: Answering the Call to Teach*

### *Phase One: Internalize and Necessity* **Before You Go into Teaching**

Before a person thinks of “going into teaching,” they should realize that teaching is a professional field of study because it has its own language, logic, and conceptual framework<sup>8</sup>. In other words, teaching is a separate profession with its own rules, expectations, and practices as seen in other disciplines. Becoming aware of this insight aids potential teachers to understand that in their declaration of an innate “call to teach” creates a moral obligation to invest in themselves as teachers-of-the-discipline due to their *willful* acceptance<sup>9</sup> of a teaching position. As a result, when you consciously accept a position to teach, you **internalize** the responsibility (moral obligation) to work towards thinking and acting like a great teacher. This obligation originates from a *right* mindset (wanting to teach), thereby leading to the *right* action (investing in yourself to learn to teach effectively). How do you know if you answered this calling innately? Be mindful<sup>10</sup> of your answers to these two questions: What interested you in education and becoming a teacher? Did you choose to become a teacher or did you decide to leave your former position and give teaching a try? Mindset matters.

Lastly, who benefits? You, your future students and employers will. Remember, education is a competitive field<sup>11</sup>. It's *no longer* about showing up to class and lecturing verbatim off PowerPoint slides. Why? Because deans or other administrators will most likely be expecting increased student engagement beyond the lecture. Therefore, as a comprehensive work product, this guidebook explains the fundamentals of teaching-as-a-career along with its pitfalls, challenges, and successes. This knowledge is likely to help put each reader on their own path to **necessarily** learn various successful educational practices such as, proactive planning, checking-for-understanding, differentiated instruction, and engaging students in the act of learning.

---

<sup>8</sup> A working hypothesis in the discipline of teaching suggests that teachers who enter into education by responding to an *innate calling (or a passion) to teach*; implying that teaching is categorically different from their current set of experiences, are more likely to be successful and happier teachers.

<sup>9</sup> This implies a *tacit consent* exists to excel at the practice of teaching. *Google* it.

<sup>10</sup> Mindful is defined in part as awareness. It will be used throughout this guidebook—for more information on this concept—see *Mindfulness* by Tessa Watt

<sup>11</sup> Outside professionals sometimes misunderstand the canons of education by viewing it as a non-difficult second job, so it's important to understand and own the concepts in this guidebook to obtain an edge over other candidates applying for the same position.

*Phase Two: Self-Examination, Perception, and Investigation*  
**During the Transitional Process from the Professional World to the Classroom**

Becoming a great teacher centers around an understanding that learning the skills necessary to teach occurs through **self-examination**<sup>12</sup>. This interrogative process helps to clarify the “truthfulness” of any dubious assumption concerning education, which may otherwise interfere with the ability to learn new ways to think about teaching and learning. Therefore, this guidebook was designed to help you be ready, willing, and able to learn what it takes to become a successful teacher by providing you with opportunities to engage in self-reflective exercises and application activities.

Moreover, familiarity with the concepts and practices in this guidebook provides you with an advantage over other applicants because you will know what to say/not to say and do/not do during an interview as well as during class. Additionally, you may be in a position someday where you could assist other faculty with their craft of teaching. Mentoring is a desirable trait many in education would like to see from potential faculty. It’s important to be aware how others perceive you. Subsequently, it matters how you interact and share with faculty, students, and administrators within your department, campus, and institution. In other words, manage how others see you or how they see you will manage you. To this point, we will explain the role perception has on the practice of teaching.

Be cognizant, the act of teaching<sup>13</sup> occurs within a scope of practice, and your **perception** of teaching and learning influence that engagement. Perceiving teaching as practice makes improving it a process rather than an event. Learning to be a great teacher does not emerge from reciting a few memorized lines, it emerges from having the *ability* to practice as observed in the legal and in the medical communities; so, reading this guidebook or other sources on the scholarship on teaching should be an on-going project. Deliberately reflecting on their practice means a successful teacher acquired the *habit* of continually thinking back and evaluating their actions in order to develop and implement changes into their future classes<sup>14</sup>.

---

<sup>12</sup> It serves as a way for a person-as-teacher to question and evaluate their assumptions and beliefs about what they think is “true” or “not true” regarding education.

<sup>13</sup> This guidebook does **not** equate the act of teaching to a form of art. Teaching is a set of observable behaviors shown to be either effective or ineffective at fostering an environment of learning. Comparing this act to forms of art opens the act of teaching to various interpretations and opinions. This misguided comparison is part of the problem with teaching and learning, particularly in higher education, because no set criteria is used to determine successful teaching. As a result, anything counts as “teaching” no matter how ineffective. Thus, a major theme of this guidebook maintains that successful teaching is an observable act based on certain sets of assumptions, beliefs, and attitudes. These underlying assumptions serve as the starting point to engage teachers in conversations regarding their acts of teaching.

<sup>14</sup> Be mindful, less effective teaching practices usually emerge from possessing a novice mindset. For instance, a ten-year “seasoned” teacher could still think as a novice because this teacher continually focuses on surviving. Consequently, this teacher and their students witnessed 10 first-year experiences. In other words, this is typically a resistant teacher who has taught like it was their first time teaching in each class. As noted by this case, great teachers are made not born.

Practice with the intention to practice makes improvement a continual process. Thus, the ability to engage in this enduring process begins with the *right* mindset as it crafts the positive perception towards the *goal* of becoming an effective teacher.

Effective teachers generally operate from a high level of self-worth. Their attention focuses on teaching students rather than on teaching material. For example, at various faculty learning events, second-career teachers were asked to complete the following sentence, “I teach \_\_\_\_\_.” Many responded predictably. They noted they teach “allied health,” “business,” “law,” “anatomy,” “math,” “critical thinking,” “skills,” etc. These were conventional responses; yet, when asked, “So, where are the *students* in all of this?” Many looked puzzled until we reframed this response into a more concrete way to answer the statement, such as, “I teach students about legal concepts in contract law classes.” When they practiced talking in this way, these teachers began to understand the differentiation between “I teach law” and “I teach students about legal concepts.” It was liberating to some of them when those particular teachers begin to realize student success starts with first planning the course around their students rather than focusing on how many chapters they needed to “cover.” If you realize this from the start, you allow yourself to become freer to engage in creative and effective instructional practices than your future unaware colleagues will, which in turn, makes you more marketable.

In sum, teachers who tend to hold progressive perceptions such as, “*Yes, I make a positive difference,*” or “*I see how that lesson could have been better implemented*” will be more likely to experience pro-social classroom situations because they believed they would. Therefore, regular engagement with the concepts and activities in this guidebook helps to shape (or maybe reshape) what you perceive about what you will do as a teacher. In the end, it’s your perception that influences how you will experience each classroom situation. Be aware that also contained within this power of perception is the ability to grow<sup>15</sup>; thus, professional growth (symbolized as emptying the cup) towards becoming a successful teacher frequently starts with an **investigation** of assumptions. Ask yourself, “How will I engage in this investigative process<sup>16</sup>?”

---

<sup>15</sup> Failing is also a natural part of the great teacher growth process. It is necessary to determine what works and what does not work. Most important, it is a testament to your response to the moment. By allowing yourself to realize this is a natural and an acceptable phase of becoming a great teacher, helps you not to shift all the blame to admissions or to students. This is best shown by the following phrase, “*I would be able to teach better if I had better students,*” which is embedded with certain fears and beliefs about being just an expert. It also indicates an external locus of control. Be mindful that failure is natural. What influences you in becoming a great teacher is how you recover and learn from the experience. Be brave and have the courage to be you. Seek help when needed and learn from others. Great teaching is contagious!

<sup>16</sup> *Google Kaizen*— what does it mean? It is a way to make smaller rather than larger changes—start small, make one small change so that you set the stage to engage in larger ones—it is about continual improvement by making small changes into your routine, which could help to reduce stress or fear associated with a change in career or in becoming a successful teacher—add one classroom assessment technique to your teaching practice every term, write a sentence summarizing your experience in the classroom, analyze one assumption per week, or reduce lecture time by 1-2 minutes each day—what else do you think you could do small? See *One Small Step Can Change Your Life: The Kaizen Way* by Robert Maurer, PhD.

*Phase Three: Reflection and Empowerment*  
**Afterwards**

As a teacher, realize that you are now responsible for student success and for your own development and enrichment. When you accept the task to teach, focusing on your own learning is implied. This task means you have to put in the *right* effort to be the greatest teacher you can. Great teachers do not just teach; they inspire, motivate, and encourage students to learn. By reflecting on potentially problematic assumptions and reframing them into effective solutions, you have the potential to positively relearn how to excel as a successful teacher.

As paralleled in the Zen Koan at the beginning of this guidebook, many novice (and perhaps new) teachers are usually unaware regarding the role their beliefs, assumptions, and attitudes play in developing their teaching practices. This is generally the case because being a former student accounts for many of their only real relevant prior experiences with the act of teaching. Thus, it is possible your experiences as a student may influence your beliefs about what you think you must do in your selected career in teaching (see Figure 1). However, these beliefs could lead to forming problematic habits in the classroom because you may have had poor teacher models; therefore, perpetuating a cycle of ineffective teaching. For example, a colleague asked a new teacher about the undue difficulty of her tests. She replied, "I want to put them through the wringer because it's what I experienced from my professors." Do you think this is a fair and an equitable way to assess student learning? It is not, but the point to remember is: *to realize her assumptions lead to these certain beliefs influencing her actions within the classroom.* If this sounds all too familiar, then a useful approach to break this cycle of ineffective teaching starts by first, recognizing, and then evaluating, your assumptions, while actively reading and **reflecting** on the concepts within this guidebook.

This evaluation process serves as a foundation to start your new teaching career. It helps you recognize that more effective ways to think about your chosen path exist. This process also helps you gain the ability to learn better ways to **engage** and **empower** yourself and your students in the act of learning.



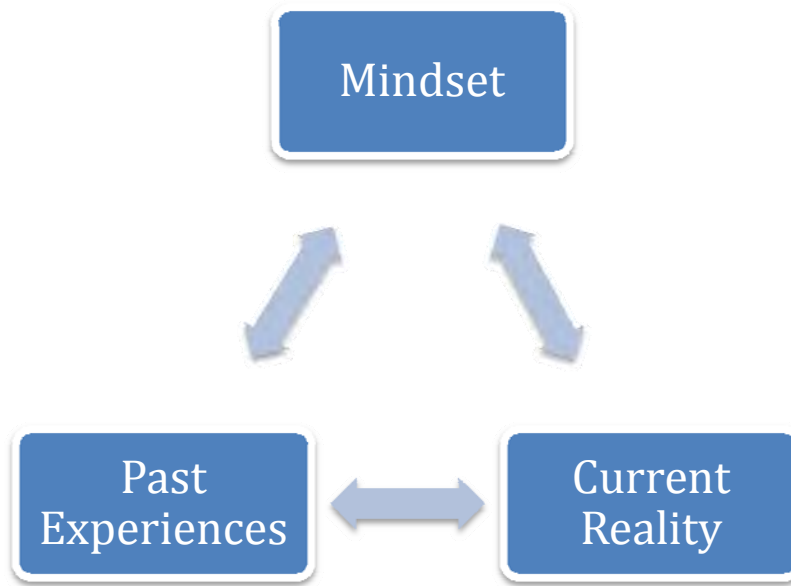


Figure 1. The interrelationship between mindset, past experiences, and the current reality of a teacher.

As explained earlier, your beliefs, assumptions, and attitudes shape your perception about teaching, learning, students, testing, and curriculum. Your perception of these educational elements allow you to define and interpret them in certain ways, which ultimately influences how you respond to situations that occur both inside and outside the classroom. For instance, if a teacher assumes students are in class to listen to them talk for several hours because they believe that students only learn from subject matter experts who present material, then this teacher will likely make their belief a reality through an overuse of PowerPoint, lecture, and readings from the text<sup>17</sup>.

In sum, great teaching is a journey without an end. One can be great today but not tomorrow because better ways of teaching are available. This guidebook focuses your reading on fostering and maintaining an “open mind” about new ways of thinking about teaching in order to make your practice of teaching more dynamic and meaningful. Otherwise, teaching becomes just another task or job. Thus, success begins and ends with you knowing yourself first as a person and then as a teacher because gaining self-knowledge helps a person-as-teacher recognize the *human* quality in-themselves first.<sup>18</sup> At that point, it allows the person-as-teacher to foster basic empathy towards others. Self-knowledge gained through the act of self-examination serves as the foundation for the central questions and the central theme of this guidebook.

---

<sup>17</sup> What we express is the power of **vujá dé** (something familiar viewed with a fresh view – *Wikipedia*). *Google it!* – Reframe educational situations to rework familiar problems and experiences.

<sup>18</sup> How do you plan to seek out this human quality in the profession of teaching? Why? What impact might this have on your success as a teacher? To read more about this perspective, see Barrett, D. (2016, June 10). The making of a teaching evangelist. *Chronicle of Higher Education*, 62(38), pp. A20-A22.

## Central Questions

Reading this guidebook begins with keeping these central questions in mind:

**What does** teaching itself mean?

**Why am** I pursuing this path in my life?

**What are** the reasons I feel I want to teach?

**Do I** fully understand these reasons?

**Can I** describe my current mindset?

**How can** I become a great and effective teacher?

**How can** I prepare for my teaching demonstration?

**How can** I positively affect my level of student success?

**How will** my assumptions about teaching influence my actions?

**How do** I currently perceive my abilities to become a great teacher?

**Do I** feel empowered to change and seek to change?

## Central Theme

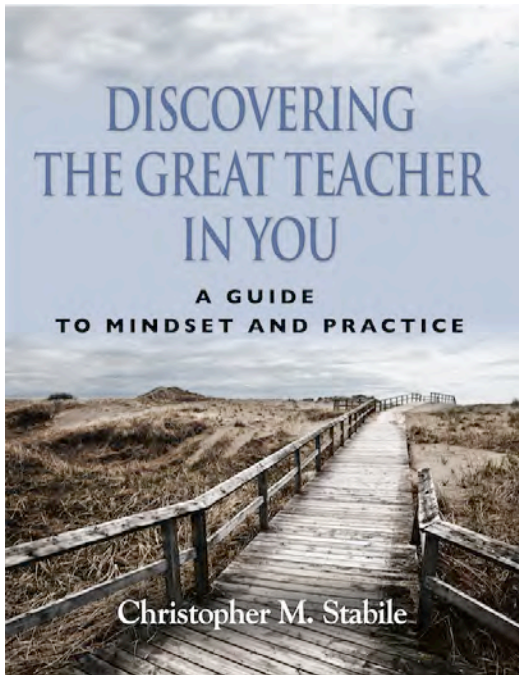
Modified from Jago's (1982) insights<sup>19</sup> on good leaders, this guidebook's **central theme** implies that great teachers are formed not born. If you possess the desire, passion, and willingness, then you can become an effective teacher. Great teachers develop through an on-going process of self-evaluation, active learning, reflective thinking, and mindful practice. This guidebook is designed to help you with this process by putting you in the right mindset to learn what it takes to discover the great teacher in you.

### **Reflect on----**

How did you answer them? Why did you answer them the way you did? Use them to guide your reading and practice. Can they change? If so, how? Why? Any thoughts about emptying your cup before you start your journey? What will your roadmap look like? How will you empower yourself to start and maintain this journey? How will you discover the great teacher in you?

---

<sup>19</sup> Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.



*The purpose of this guidebook challenges you to discover your own inner great teacher. This discovery will help you become familiar with the central ideas of how to think, speak, and act as a great teacher, ultimately increasing your marketability and success in a very competitive field.*

## **Discovering the Great Teacher in You A Guide to Mindset and Practice**

by Christopher M. Stabile

**Order the complete book from the publisher  
[Booklocker.com](http://www.booklocker.com)**

**<http://www.booklocker.com/p/books/9315.html?s=pdf>**

**or from your favorite neighborhood  
or online bookstore.**