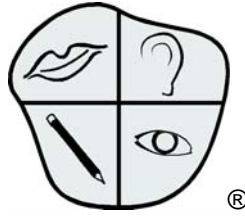


Two Teaching Choices Defined: Clerical Teaching or Disciple-Making Teaching



Clerical Teaching: Today's popular way of teaching is called clerical teaching. *Clerical* means the teacher is expert in organizing, assigning, and distributing materials and tasks, giving perfunctory explanations, administering compensatory or perfunctory instruction, collecting, grading, and filing completed pre-printed forms and students' original written work.

The beginning student attempts requested tasks after receiving pre-printed pages along with perfunctory explanation. He utilizes his natural learning strength (which is an "oblivious strength," since *he was born with it; he did not arrive at it through instruction*), and his natural learning weakness (which also is an "oblivious weakness," since *he was born with it too; he did not arrive at it through lack of instruction*).

Since **clerical teaching's goal is covering the content and assignment completion**, *not to make disciples of students*, it relies on piles and piles of printed matter. The student uses, at best, two of his four language-learning avenues at a time: largely seeing and writing; seldom speaking and hearing, and usually never all four learning avenues at the same time: he regularly performs with half his language-learning neurology tied behind his back!

Whether the student performs well or poorly, he is, in either case, executing a neurologically meaningless, oblivious (mindless, insensible, ignorant, unconscious) performance.

Consider this historically verifiable fact: "**Upon receiving clerical teaching, how well a student does or does not learn has little or no bearing on what the teacher said or did.**"

Current testing methods also solicit the same meaningless, fragmented neurological responses from the student. The historical record shows that since fragmented neurological instruction produces neurological deficiencies, testing does not furnish reliable data (and testing is administered in the same fragmented neurological manner).

Disciple-Making Teaching: The historical way of teaching may be described as full-spectrum neurological response instruction. It is, in fact, *disciplined teaching*, or *disciple-making teaching*. The teacher is in the process of "dis ci ple ing" (disciplining) the student.

Disciple-making teaching means all four of the student's language-learning avenues—speaking, hearing, writing, and seeing—*work together in complementary, inseparable partnership*. Each student's previously "untaught" language-learning avenue is being "taught," therefore is changing, learning to work together, supporting, even remediating the other neurological learning avenues. Think of that!

The result is the *disciple* exemplifies (epitomizes) the teacher's words and practices (illustrating that what we expect the student to attain must first be in his teacher); the student becomes indoctrinated and well-practiced and neurologically stable in *all language arts knowledge and skills*; he is enabled to attain proficiency, and to maintain it, whether or not the teacher is present! **Disciplined teaching's goal is student proficiency**. This also is the **Madsen Method's®** goal.

From both historical and present day records, we can verify that when this method of instruction is administered, every student learns optimally regardless of his *natural neurological strength(s)*, and his *natural neurological weakness(es)*.

Learn to engage (employ) the *disciple-making* teaching method. Prove that disciplined teaching (not clerically formatted teaching, diagnosing, and off-hand guessing) is the only course of action that tells the truth about what a student can and cannot do. Learn to teach the way our Designer-brains are wired to learn...and love it!

www.madsenmethod.com 800-640-3607 info@madsenmethod.com

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