

Some teachers at LGHS need to change their instructional methods

by Brian Schunk
Sports Editor

When students fail to complete work on time or show up to class late, they suffer the consequences. They are liable to lose points in class, receive detentions or suspensions, or get the ever-dreaded calls home. When teachers do those same things, however, they do not face consequences. Often tenured, their jobs are safe. Instead, it is the quality of the student's education that suffers. All teachers need to recognize how imperative it is to uphold basic standards of professional behavior and conduct, if only for the students' sake. In addition, they need to structure classes to take advantage of the smaller class sizes our community clings to and effectively utilize the tutorial time our administration gives its students.

First, teachers should show up on time for class and be prepared to teach. Most teachers have something in their class syllabus that dictates that students must be ready to learn the moment the bell rings. And yet, "One of my teachers is chronically late, yet gets mad at students for being late," reported an anonymous sophomore. Aside from the obvious deduction in teaching time, teachers lose their ability to preach the importance of using every minute of class to their students when they chronically show up late. Students aren't inclined to listen when a teacher says, "There's still five minutes left in class, don't pack up," if a teacher shows up ten minutes late to work. Only a few teachers routinely show up late to class, but teachers can cover more material and have an easier time dealing with stu-

dents if they just show up to work on time. It's on them to make that happen.

More egregious at LGHS is the failure by some teachers to assign work in a timely fashion. Simply put, if you cannot give out an assignment by the time your students exit your classroom from their regularly-scheduled periods, do not bother assigning anything to be due the next class. Not so long ago, LGHS switched to block scheduling. This was designed to allow teachers to do more in class, assign more homework, and give students more time to do homework. Some teachers have effectively negated the third advantage, the one that exclusively applies to students.

An anonymous junior reports having a teacher who routinely posts assignments mid-afternoon the day after class, effectively cutting the time students have to do work by more than half. This results in more stress for students and more abandoned homework assignments, neither of which is conducive to learning. Some teachers chuckle and claim students would wait to the last minute to do the assignment anyway. Regardless, students should have the option to do the assignment right away.

Imagine a student-athlete learning of an assign-

ment on the bus ride to an away game, only to return at 9PM, finally able to start the assignment, the night before it is due. This student has been taught the importance of time management by

vidualized attention, and are not proper substitutes for teachers. The bulk of a student's learning should not be done at home.

If a student cannot find individual attention in class, at least that student should be able find it during tutorial. That is only possible if the teacher does not just refer the student to the website or textbook. Most students are aware of the website's content, and have already consulted it, their textbook, and their friends by the time they approach a teacher during tutorial. Teachers who claim otherwise are not helping anyone by sending students away. While they save themselves minutes of labor, their students must search for friends

whose work they can copy. Students who approach a teacher outside of class are looking to understand the material, not just get answers. What stands in their way can be as little as teachers using tutorial as either a lunch break or a prep period. No extraneous work, leisure activity, or lack of empathy should prevent teachers from giving their undivided attention at tutorial.

The faculty at LGHS is some of the best and brightest around. Teaching here we have graduates of Harvard, Dartmouth, Berkeley, Stanford, you name it. Each member of the student body at LGHS is proud to be a Wildcat, but around the community we're known as the sports school, the marijuana school, and the rich white kids' school. We can make this school so much more than that. With college and their potential futures at stake, students here already have as much incentive as they need to perform. It's on the teachers, who have stable careers doing what they love, to improve this school. Some of them are doing everything right. Others need to make changes. Otherwise, we will forever be academically outshined by our cross-town rivals at Saratoga, no matter how many football games we win against them.

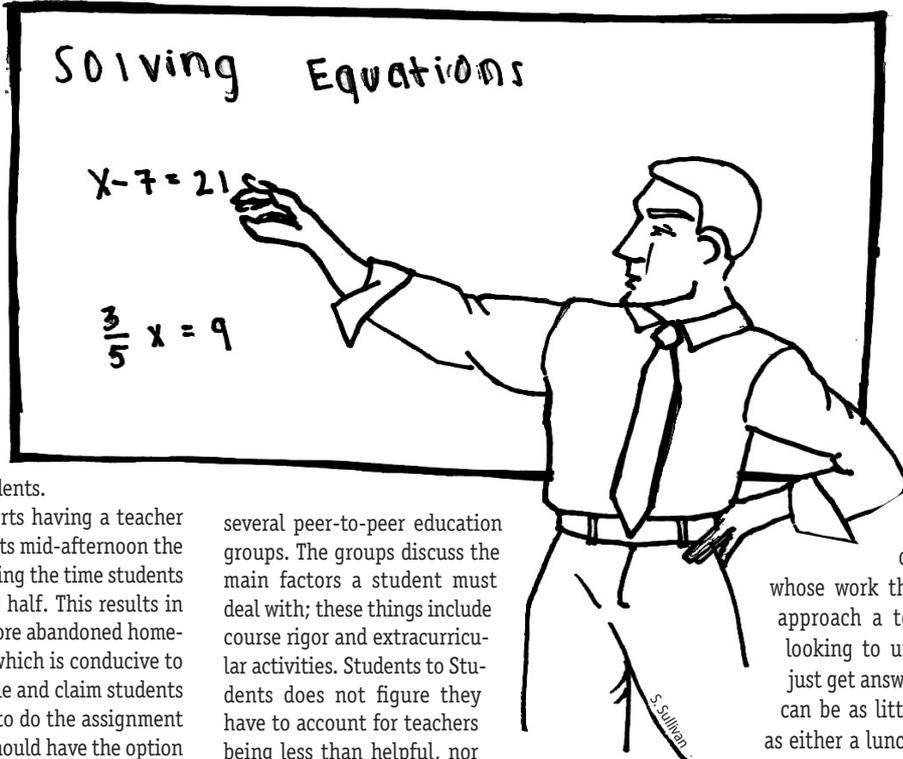


photo courtesy wikimedia commons

APRIL/MAY 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
19	20	21	22	23	24	25
26	27	Board Meeting	28	29	30	1
3	4	5	6	7	8	9
LG Community Concert	AP Testing	AP Testing	AP Testing	AP Testing	AP Testing	
			New Tech Welcome Night			
			School Site Council Meeting			
10	11	12	13	14	15	16
	AP Testing	AP Testing	AP Testing	CASA Meeting		Senior Prom
17	18	19	20	21	22	23
	College Process Workshop for Juniors		Blood Drive	End of Year Concert and Awards	Fractured follies	
			Fractured Follies			

EL GATO

Los Gatos High School • 20 High School Court
Los Gatos, CA 95030 • (408) 354-2730 ext 285

Editors-in-Chief
Liat Rubin
Rachel Salisbury
Montana Fowler
Web Editor-in-Chief: Ruth Murai
lgtselgatochiefs@gmail.com

Advisor
Doug Garrett
dgarrett@lgsuhsd.org

News Editors
Kelsey Fleming
Elizabeth Monsef
Danika Lyle

National Editor
Rowyn van Miltenburg

Editorial Editor
Jonathan Friedland

World Editors
Hyuntae Byun
Lark Breen

Center Editor
Violet Wallerstein

Culture Editors
Sean Clark
Jessica Blough

Humor Editors
Aidan Adams-Campeau
Charlotte Pla

People Editors
Niamh Doyle
Olivia Pla

Sports Editors
Brian Schunk
Dakota Rogers
Madeline Hagar

Business Manager
Antonia Salisbury

Opinion Editors
Antonia Salisbury
Kate Hinsche

Web Editor-in-chief
Ruth Murai

Web/Graphics Editors
Brent Gingel
Cole Potter
Mhairi Finlayson
Madeline Abene
Sarah Sullivan

El Gato is an independently funded publication of the Writing for Publication class at Los Gatos High School. Editorials reflect the majority opinion of the staff. El Gato is an open forum for the exchange of ideas and welcomes signed letters and e-mail. Names can be withheld upon request. All stories, graphics, and layout are done by El Gato staff. We reserve the right to refuse ad contracts.

Subscriber \$30, Patron \$65, Sponsor \$105.