

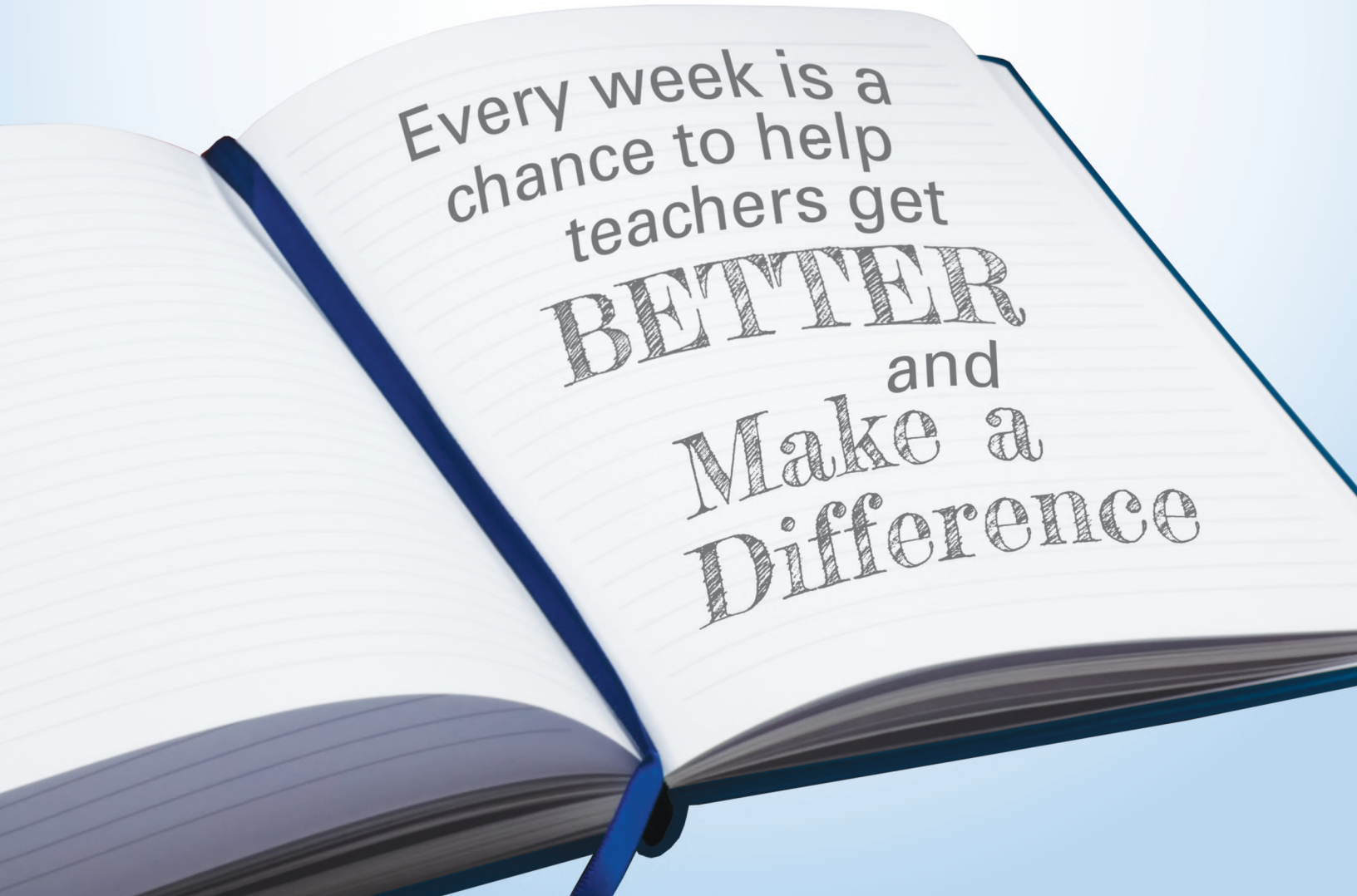
THE MASTER TEACHER

Weekly
PdTM
PROGRAM

*Powerful individualized training
designed to develop master teaching.*

LEADER'S GUIDE

Volume 48 | 2016 – 2017 School Year



Every week is a
chance to help
teachers get
BETTER
and
**Make a
Difference**

Four of the
36 WEEKLY
LESSONS
See p. 10-18

WELCOME
CARD
to introduce
the program
See p. 4

Dear Colleague,

This is our "How-to Guide" for effectively implementing *THE MASTER TEACHER Weekly Pd PROGRAM* in your school. It's our way of helping you help your teachers every week to get better and make a difference.

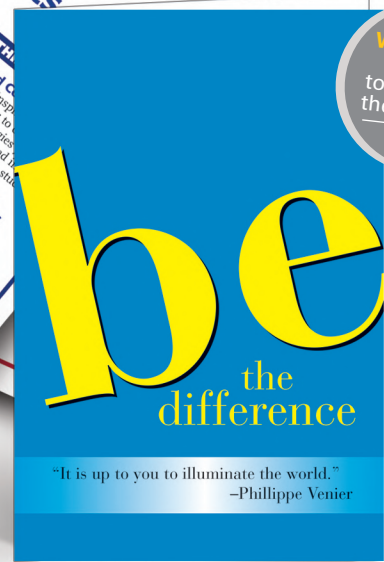
Please note two important features...

Included in this booklet are: **The Engagement Builder™** and **The Discussion Generator™** which help you facilitate group discussion around each weekly lesson. We have included these for all 36 lessons so you will always have them when you need them.

As always, you have our best wishes for a great school year. If you have any questions, you can contact me personally at the email address below.

Sincerely,

Tracey H. DeBruyn
President
tdebruyn@masterteacher.com



One of the
36 ONLINE
LESSONS
See p. 10-18



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IMPLEMENTATION IS EASY

FIRST WEEK of Your 2016–17 School Year

PRINT USERS

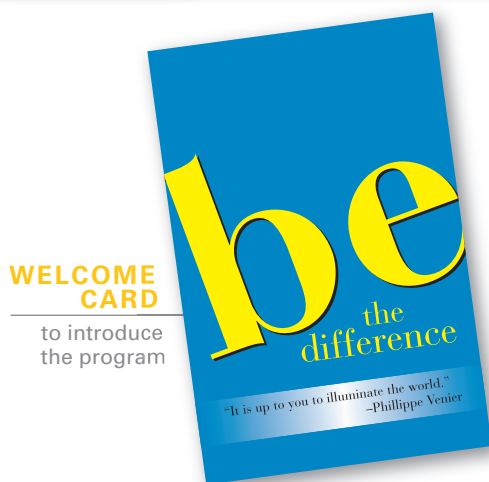
STEP 1

Start by signing the Welcome Cards and addressing each card to the appropriate teacher. Many administrators tell us that they provide a personal note to each teacher inside the card. They say that when they do, they are overwhelmed by the positive responses from their teachers.

STEP 2

Distribute the Welcome Card, the Easy Finder™ Index, and the first lesson of *THE MASTER TEACHER Weekly Pd PROGRAM* to each teacher (see page 4).

At the same time, use the kick-off speech/memo to introduce the program to your staff (see page 5).



WELCOME CARD

to introduce the program

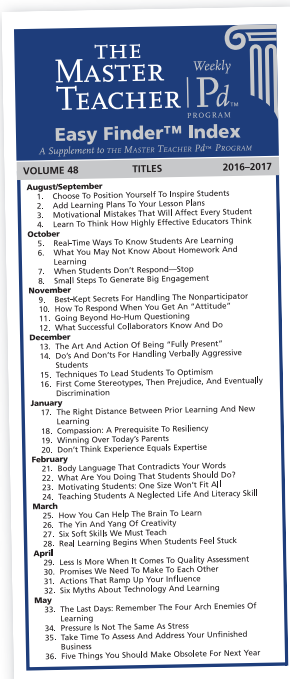
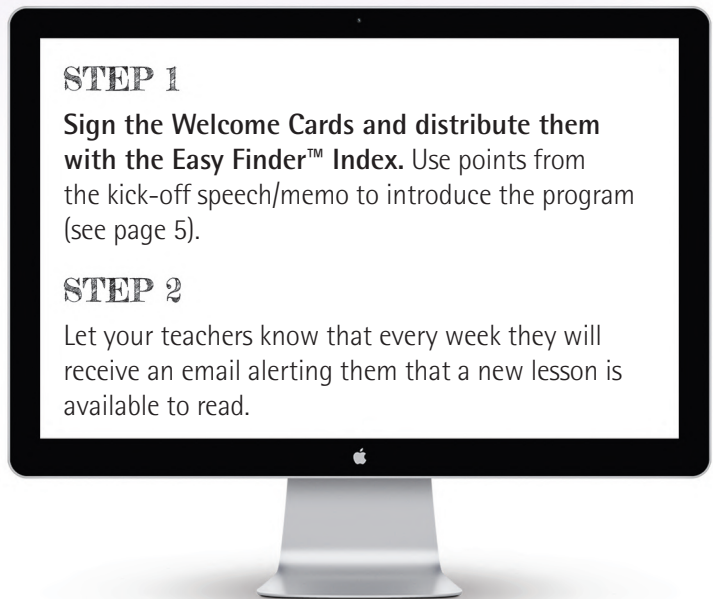
ONLINE USERS

STEP 1

Sign the Welcome Cards and distribute them with the Easy Finder™ Index. Use points from the kick-off speech/memo to introduce the program (see page 5).

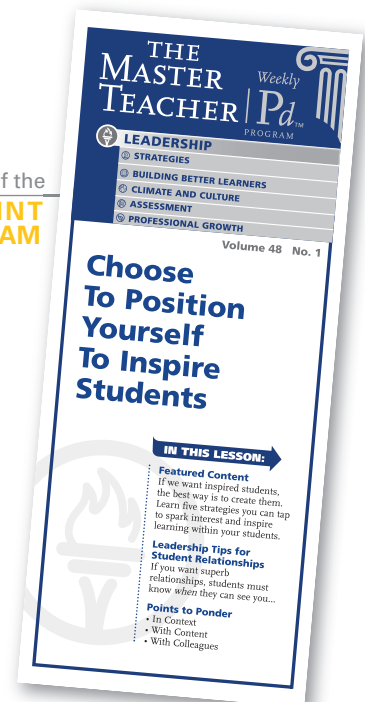
STEP 2

Let your teachers know that every week they will receive an email alerting them that a new lesson is available to read.



Example of the
PRINT PROGRAM

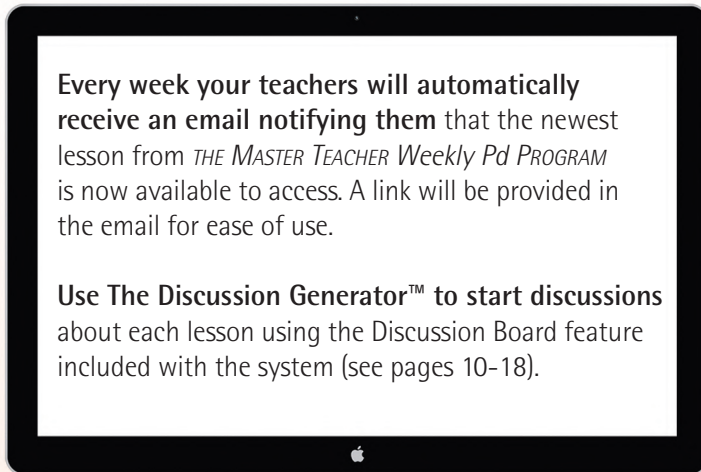
INDEX
for easy reference



EVERY WEEK

of Your 2016–17 School Year

ONLINE USERS



Every week your teachers will automatically receive an email notifying them that the newest lesson from *THE MASTER TEACHER Weekly Pd PROGRAM* is now available to access. A link will be provided in the email for ease of use.

Use The Discussion Generator™ to start discussions about each lesson using the Discussion Board feature included with the system (see pages 10-18).

PRINT USERS

Deliver a lesson from *THE MASTER TEACHER Weekly Pd PROGRAM* to each teacher every Monday morning (or the day of the week you designate). Four lessons will be mailed to you each month for all your teachers, so you will never miss a week of providing professional help and inspiration to each teacher.

Start your weekly bulletin with The Engagement Builder™ which corresponds to each weekly lesson (see pages 10-18).

End your weekly bulletin with questions from The Discussion Generator™ that correspond to each of the weekly lessons (see pages 10-18). These questions will prepare your teachers to have a brief discussion during your weekly staff meeting or to discuss the lessons on their own.

VERY IMPORTANT: DISTRIBUTE ONLY ONE LESSON EACH WEEK!

ANYTIME

During the 2016–17 School Year
(or at least monthly)

Use The Discussion Generator™ questions (see pages 10-18) to initiate rigorous discussions with your staff. Discuss lessons in a faculty meeting, PLC, or grade-level meeting. We suggest using the 7-7-7-7 Method™ to achieve exceptional results.

First seven minutes:

All teachers read the lesson.

Second seven minutes:

Teachers pair-share using the Points to Ponder questions provided on the back of each lesson or the additional questions from The Discussion Generator™.

Third seven minutes:

Small groups of pairs share their thoughts, insights, and learning.

Fourth seven minutes:

The entire group shares their reflections with everyone.

In under 30 minutes, you can engage the staff in a professional development experience that will have true meaning to them. Over time, these experiences will build an inspiring culture. Negative attitudes will turn into "I'll try it" attitudes. Disheartened teachers will become recommitted. Teachers who have been on the sidelines will jump into action. Passion will be found everywhere.

Plus, you will enjoy the benefits of being a part of these incredible conversations. And you will also enjoy the appreciation from your staff for making them possible.

WE GIVE YOU ALL THE T

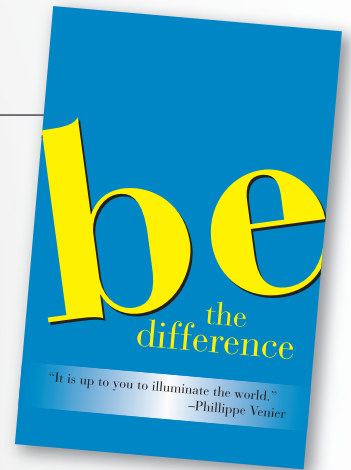
A Welcome Card for Each Teacher

Allows You to Start the Year with a Caring Message of Great Expectations

Welcome your teachers back to school. Personalize and pass out these cards that are provided for each teacher. These cards introduce your teachers to *THE MASTER TEACHER Weekly Pd PROGRAM* and deliver your best wishes for the work you are about to begin together this school year.

The card has a caring, friendly, and inspirational message. It also explains why you're providing this program for your teachers. The cards position you as a partner in the teaching and learning process—and demonstrate your desire and willingness to help teachers find success and satisfaction in their teaching.

All you have to do is address the inside message to each teacher and add your signature to show teachers you care and that you support their efforts. Many administrators tell us that when they take the time to write a personal message to each teacher on these cards, the positive responses they receive are amazing.



An Easy Finder Index™ for Each Teacher

Helps You Further Introduce the Program and Helps Teachers Build a Personal Reference Library

This special introductory piece contains a message from the founder of *THE MASTER TEACHER Weekly Pd PROGRAM*, Robert L. DeBruyn, and an index for the entire 2016-2017 school year. This brochure has been prepared to reinforce your personal introduction to the program.

It's best to distribute the Easy Finder Index along with the Welcome Card to each teacher.

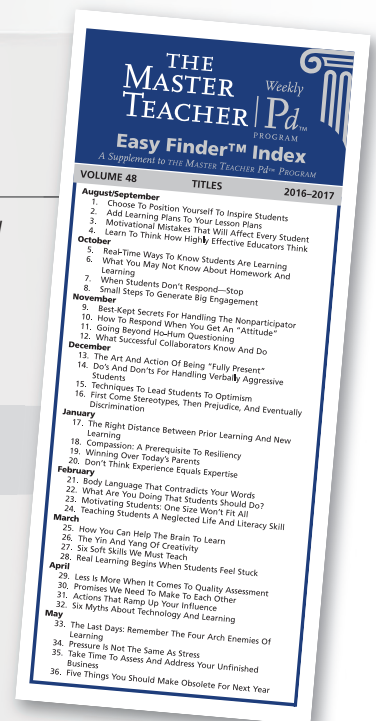
Note: If you have purchased a library case for each of your teachers, hand out the library case and this special tool together.

The Easy Finder Index is designed to accomplish at least five goals:

1. Demonstrate the wide scope of the program—and build interest by showing teachers what they can expect in the upcoming issues for the entire school year.
2. Tell teachers why *THE MASTER TEACHER Weekly Pd PROGRAM* is written the way it is.
3. Reflect on how quick, easy, and convenient the program is to use.
4. Establish *THE MASTER TEACHER Weekly Pd PROGRAM* as a regular and dependable method of acquiring professional attitudes, philosophies, and practices that offers teachers the highest probability of success in the classroom and satisfaction in teaching.
5. Reveal the personal gain each teacher may experience through reading, studying, and saving each issue for permanent reference.

Online Users: Teachers can search using keywords to access archived lessons of *THE MASTER TEACHER Weekly Pd PROGRAM*.

Remember: *THE MASTER TEACHER Weekly Pd PROGRAM* material is never dated. You'll find it is always current and applicable.



TOOLS

YOU NEED TO START

The Speech/Memo

Assists You in Introducing *THE MASTER TEACHER Weekly Pd PROGRAM* to Your Staff

Date: [Month Day, 2016]
To: [Entire Staff]
From: [Your Name]
Subject: *THE MASTER TEACHER Weekly Pd PROGRAM*

You will be provided with a personal copy of *THE MASTER TEACHER Weekly Pd PROGRAM* (again) this year. It is one of the most widely used programs of individual teacher development in the world. It holds to the highest standards of professional excellence. It has a reputation for being committed to understanding and meeting the needs of today's teachers—and for being one of the most powerful advocates of teachers and administrators in the world today.

THE MASTER TEACHER Weekly Pd PROGRAM gives you a special kind of help. Every week, you will receive a timely discussion on various topics of teacher needs. The topics will include methods, techniques, and skills for results-oriented teaching, discipline, motivation, assessment, student relationships, communication skills, professionalism, ethics, public relations, parent relationships, and staff relationships.

Each lesson offers practical, professional, and workable ideas you can use immediately. In addition, each lesson is aligned with tested best practices and research. You will find research citations at the end of each lesson. This program is designed to be used as you see fit, when you see fit, and how you see fit.

You will be given a special brochure before the year begins that contains a subject index to make each message more readily usable as reference material. (If applicable: You will also receive a library case for storing weekly lessons and building a professional library.)

One of the most important features of *THE MASTER TEACHER Weekly Pd PROGRAM* is that it's totally student-centered. This is the educational philosophy we all adopted—one we must keep in order to stay on course. It's written in a straightforward manner, in plain language, and in a concise way. In the course of a year, it gives each of you volumes of material. Each issue is designed to be read in seven minutes.

THE MASTER TEACHER Weekly Pd PROGRAM can help you in your daily work with students, parents, and one another. And I hope that it will remind you of my concern for your personal and professional success, growth, and happiness in teaching.

Please accept my wishes for a great year.
Respectfully,

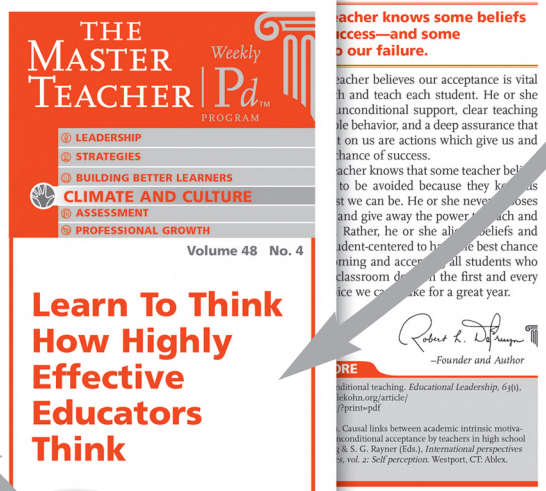
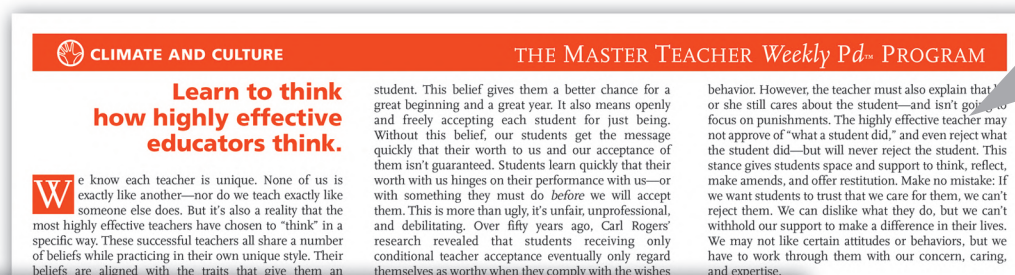
(Your signature)
(Your name)



PRINT – Each weekly lesson includes:

Tips: Each lesson contains tips addressing one of twelve key topics, including Engagement, Discipline, and Student Relationships. These short tips provide practical techniques that can be applied quickly and easily.

Feature Article: The content is specific to one of six areas of professional focus: Leadership, Strategies, Building Better Learners, Climate and Culture, Assessment, and Professional Growth.



FOR
MAXIMUM BENEFIT
DISTRIBUTE
ONE LESSON
PER WEEK!

Points to Ponder: Questions are provided to initiate collegial dialogue during individual, small-group, or large-group teacher training in order to allow staff to continue to make connections regarding the relevance of the training topic.

Inspirational Quote: The quote offers third-person support to the message of the feature article and is designed to inspire and confirm the work and mission of teachers and the school.

LESSONS THAT ALLOW YOU TO TEACHERS EVERY WEEK

ONLINE – Each weekly lesson includes:



Feature Article:

The content is specific to one of six areas of professional focus: Leadership, Instructional Strategies, Building Better Learners, Climate and Culture, Assessment, and Professional Growth.



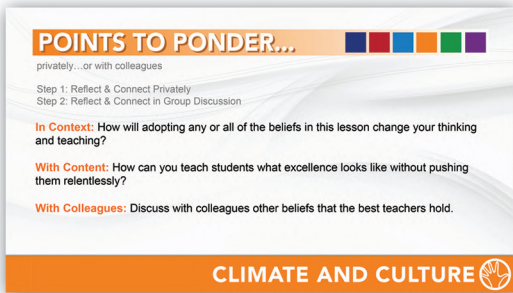
PLUS...

Teachers receive:

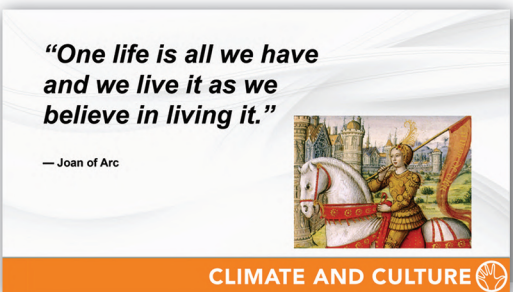
- Archives of **144 additional lessons** aligned to your Teacher Performance Standards. Learn more at www.masterteacher.com/Standards
- Certificates for each course taken.
- Transcripts of all courses taken.



Tips: Each lesson contains tips addressing one of twelve key topics, including Engagement, Discipline, and Student Relationships. These short tips provide practical techniques that can be applied quickly and easily.

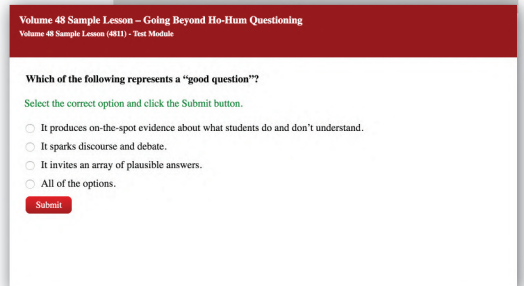


Points to Ponder: Questions are provided to initiate collegial dialogue during individual, small-group, or large-group teacher training in order to allow staff to continue to make connections regarding the relevance of the training topic.



Inspirational Quote:

The quote offers third-person support to the message of the feature article and is designed to inspire and confirm the work and mission of teachers and the school.



Post-tests: Post-tests check for understanding and track progress. They are automatically graded. These questions can also be used to award professional development credit (see page 8).

QUESTIONS FOR CREDIT

Questions for Credit are additional questions you can use to offer teachers a way to earn Professional Development Points (PDPs) or Continuing Education Units (CEUs) for reading and reflecting upon *THE MASTER TEACHER Weekly Pd PROGRAM* lessons.

If you choose to award credit, we recommend 0.5 credits for reading each lesson and completing the post-test and an additional 0.5 credits for completing the essay questions.

Note: The criteria and requirements for PDPs and CEUs can differ from state to state and even from district to district. Please make sure that the material provided meets your state's regulations before having your teachers complete the questions and awarding credit. THE MASTER TEACHER® does not award credits.

Using Questions for Credit

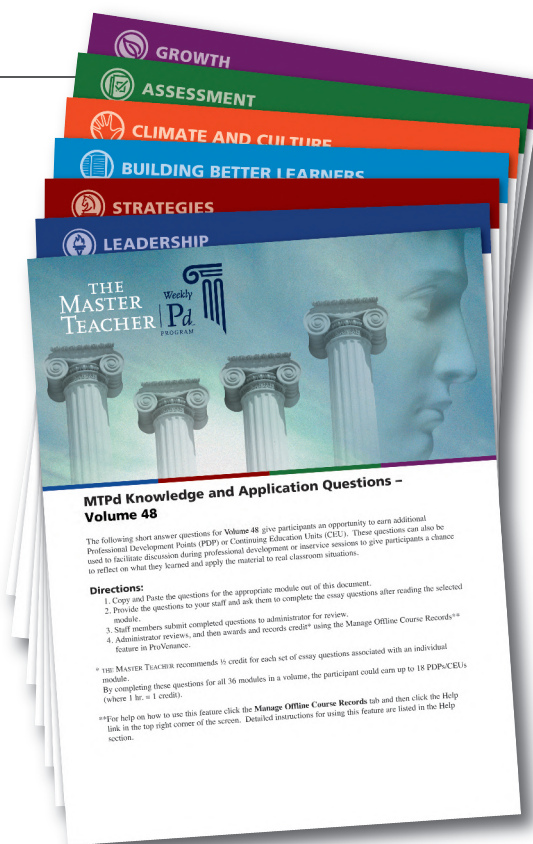
The Questions for Credit can be downloaded online at www.masterteacher.com/MTPD-Program.

The Questions for Credit are made up of three components for each lesson:

- **Objective:** One-sentence description of what the user will learn from the lesson.
- **Post-test:** Four multiple-choice questions to check for understanding. Online users—see the note below.
- **Essay Questions:** Five essay questions to allow reflection on what has been learned and how to relate it to the classroom experience.

ONLINE
USERS

For online users, the four post-test questions will display after teachers read each lesson and will be automatically graded. If the test is passed, the user will see 0.5 credits added to his or her transcript automatically.



Graphic of what you will see on www.masterteacher.com/MTPd-Program

You will find the **LEADER'S ANSWER KEY** on page 19.



THE MASTER TEACHER

Weekly Pd™ PROGRAM

2016-17 Weekly Lessons

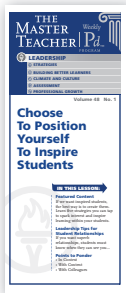
Area of Focus

1. Choose To Position Yourself To Inspire Students	Leadership
2. Add Learning Plans To Your Lesson Plans	Strategies
3. Motivational Mistakes That Will Affect Every Student	Building Better Learners
4. Learn To Think How Highly Effective Educators Think	Climate and Culture
5. Real-Time Ways To Know Students Are Learning	Assessment
6. What You May Not Know About Homework And Learning	Professional Growth
7. When Students Don't Respond—Stop	Leadership
8. Small Steps To Generate Big Engagement	Strategies
9. Best-Kept Secrets For Handling The Nonparticipator	Building Better Learners
10. How To Respond When You Get An "Attitude"	Climate and Culture
11. Going Beyond Ho-Hum Questioning	Assessment
12. What Successful Collaborators Know And Do	Professional Growth
13. The Art And Action Of Being "Fully Present"	Leadership
14. Do's And Don'ts For Handling Verbally Aggressive Students	Strategies
15. Techniques To Lead Students To Optimism	Building Better Learners
16. First Come Stereotypes, Then Prejudice, And Eventually Discrimination	Climate and Culture
17. The Right Distance Between Prior Learning And New Learning	Assessment
18. Compassion: A Prerequisite To Resiliency	Professional Growth
19. Winning Over Today's Parents	Leadership
20. Don't Think Experience Equals Expertise	Strategies
21. Body Language That Contradicts Your Words	Building Better Learners
22. What Are You Doing That Students Should Do?	Climate and Culture
23. Motivating Students: One Size Won't Fit All	Assessment
24. Teaching Students A Neglected Life And Literacy Skill	Professional Growth
25. How You Can Help The Brain To Learn	Leadership
26. The Yin And Yang Of Creativity	Strategies
27. Six Soft Skills We Must Teach	Building Better Learners
28. Real Learning Begins When Students Feel Stuck	Climate and Culture
29. Less Is More When It Comes To Quality Assessment	Assessment
30. Promises We Need To Make To Each Other	Professional Growth
31. Actions That Ramp Up Your Influence	Leadership
32. Six Myths About Technology And Learning	Strategies
33. The Last Days: Remember The Four Arch Enemies Of Learning	Building Better Learners
34. Pressure Is Not The Same As Stress	Climate and Culture
35. Take Time To Assess And Address Your Unfinished Business	Assessment
36. Five Things You Should Make Obsolete For Next Year	Professional Growth

Weeks 1–4: Getting Off to a Great Start

WEEK 1
of your school year

How I will best use this lesson:



The Engagement Builder™

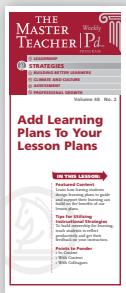
Unless students understand the "why" of learning, there is little reason for them to commit—and even less reason to become inspired.

The Discussion Generator™

- Is it necessary to inspire students when it comes to learning? Why or why not?
- Why is it important for students to see that learning is something they do primarily for themselves and not us or their parents?
- What role do relationships with us and other students play in helping learners feel inspired to learn?

WEEK 2
of your school year

How I will best use this lesson:



The Engagement Builder™

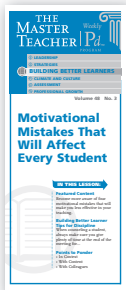
By adding student learning plans to our lesson plans, we can double the focus on learning and significantly increase the likelihood of learning growth.

The Discussion Generator™

- How might having students construct learning plans supplement the planning you do to guide their learning?
- What benefits might students experience if they participate in building and using personal plans to guide their learning?
- How might students having plans to guide their learning change the way you develop lesson plans?

WEEK 3
of your school year

How I will best use this lesson:



The Engagement Builder™

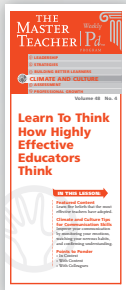
Never, for any reason, should we indicate that every day is not an important day in class and a day every student needs to be in class. It is our responsibility to make every day in school an important day.

The Discussion Generator™

- How do you motivate students? What are your "tried and true" strategies?
- What do you consider when deciding whether to remain consistent or be flexible when responding to student requests and behavior?
- How do you ensure that students have the feedback from you they need to remain focused and motivated to learn?

WEEK 4
of your school year

How I will best use this lesson:



The Engagement Builder™

What a teacher values personally and professionally affects whom they value and their teaching success.

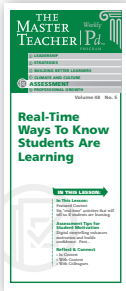
The Discussion Generator™

- In what ways do you believe highly effective teachers think alike?
- What does it mean to accept students unconditionally?
- Is it more important that students' performance meet our expectations or that they develop high expectations for their performance? Why?

Weeks 5–8: When the Newness Wears Off and the Hard Work Takes Over, Best Practices Help Teachers the Most

WEEK 5
of your school year

How I will best use this lesson:



The Engagement Builder™

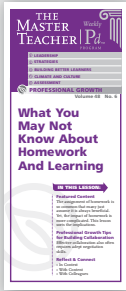
When success is described in the beginning, students are more likely to visualize themselves being successful on the back end.

The Discussion Generator™

- Why is it important to collect learning-related information beyond test scores?
- How do you collect real-time information on the learning progress of your students?
- How do you respond to student mistakes and missteps during the learning process? What role does your response play in whether students are willing to take learning risks in the future?

WEEK 6
of your school year

How I will best use this lesson:



The Engagement Builder™

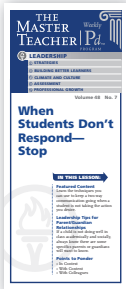
If positioned correctly, homework can increase student motivation to learn, but poorly positioned homework can lead to decreased learning interest and commitment.

The Discussion Generator™

- What factors do you consider when deciding whether to assign homework to your students?
- What types of homework are most valuable for supporting the learning process? Why?
- Under what conditions should students not be given homework?

WEEK 7
of your school year

How I will best use this lesson:



The Engagement Builder™

We'll never convince students that they count and can be successful unless we talk to them about issues and concerns that are important to them—and let them talk and learn.

The Discussion Generator™

- Think of a time when you attempted to counsel a student and were rejected or saw no response. How did you feel? How did you respond?
- Why might students sometimes choose to reject our counsel?
- What strategies have you found helpful to influence students to respond positively to your counsel?

WEEK 8
of your school year

How I will best use this lesson:



The Engagement Builder™

It takes far less energy to stretch students' minds than it takes to reverse student apathy.

The Discussion Generator™

- Think of a learning experience that had you fully engaged to the extent you lost track of time. What factors contributed to that condition?
- How do you approach the challenge of leading students to choose to engage in the learning you present to them?
- What factors do we control that influence whether students choose to engage in learning?

Weeks 9–12: Before and After the First Grading Period, Teachers Need Special Guidance

WEEK 9

of your school year

How I will best use this lesson:



The Engagement Builder™

Unfortunately, we may not notice student disinterest immediately. These students can go unnoticed if they don't create a disturbance.

The Discussion Generator™

- What are common causes that lead students to choose not to participate?
- What steps do you take when students choose not to participate?
- What role does the relationship we have with students play in preventing nonparticipation?

WEEK 10

of your school year

How I will best use this lesson:



The Engagement Builder™

Until we can discover the reason or purpose for a student's negative behavior, we're not positioned or knowledgeable enough to take the right action in the right way to influence him or her in positive and constructive ways.

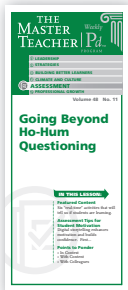
The Discussion Generator™

- What do we mean when we say a student has an "attitude"? What are some symptoms?
- How do you respond when students present you with an "attitude"?
- What are common causes behind students having an "attitude"?

WEEK 11

of your school year

How I will best use this lesson:



The Engagement Builder™

Are we asking the right questions in our classrooms, and why are teachers doing all the asking?

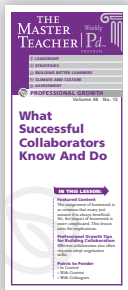
The Discussion Generator™

- What is it about good questions that make them such powerful teaching tools?
- What characteristics are present in good, learning-supportive questions?
- How can we help students ask better questions of themselves and one another?

WEEK 12

of your school year

How I will best use this lesson:



The Engagement Builder™

Collaboration is critical to creating a school environment where every student has the best chance to achieve and every student has the best chance to win.

The Discussion Generator™

- What is the most powerful professional collaboration experience you can recall?
- When collaboration does not work, what are some common causes?
- What conditions generally make collaboration more successful and satisfying?

Weeks 13–16: Keeping Productivity High During the Holidays

WEEK 13 of your school year

How I will best use this lesson:



The Engagement Builder™

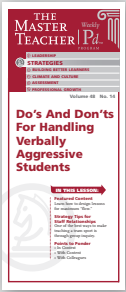
We need to actually embrace and take pride in the fact that we have to wear so many different hats to meet the needs of students and the school's work and mission.

The Discussion Generator™

- What does it mean to be "fully present"? How do you know when you are?
- How do you know when someone else is "fully present" with you?
- What strategies can help us be conscious and connected in our interactions with students and one another?

WEEK 14 of your school year

How I will best use this lesson:



The Engagement Builder™

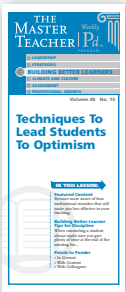
Never think for a moment that fighting fire with fire will put out the fire.

The Discussion Generator™

- Think of a time when you faced a verbally aggressive student. How did you feel? What caused these feelings?
- How do other students react when a student becomes verbally aggressive? What responsibility do we have to them?
- How does our response influence whether verbally aggressive behavior escalates or dissipates?

WEEK 15 of your school year

How I will best use this lesson:



The Engagement Builder™

The degree to which students feel optimistic can determine the choices they make and their level of persistence when encountering trouble or obstacles.

The Discussion Generator™

- How optimistic are your students? What evidence helps you know?
- Why is it important to be optimistic in our personal and professional lives?
- How can we help students separate what happens to them from how they choose to respond?

WEEK 16 of your school year

How I will best use this lesson:



The Engagement Builder™

We want our students to be better and to not make others seem less so they seem more.

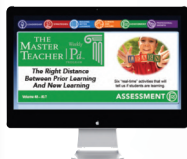
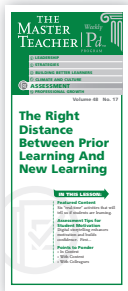
The Discussion Generator™

- What connections do you see among the terms stereotype, prejudice, and discrimination?
- What is our responsibility to address stereotypes and prejudices students bring from home and the community?
- How can we be more conscious and careful about stereotyping students in light of their families, talents, or friends?

Weeks 17–20: After the Holidays, You Will Arm Teachers With the Right Attitudes and Techniques

WEEK 17 of your school year

How I will best use this lesson:



The Engagement Builder™

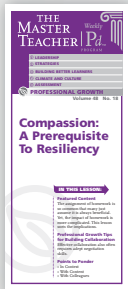
Students who are unable to organize and activate prior knowledge often struggle to progress academically.

The Discussion Generator™

- Why is it important for us to activate prior learning before starting to teach new content?
- What consequences for learning can occur if there are gaps and holes in students' prior learning?
- How much do students need to know already to successfully engage in new learning?

WEEK 18 of your school year

How I will best use this lesson:



The Engagement Builder™

The more generous we are, the more respect and influence we wield.

The Discussion Generator™

- What role does compassion play in nurturing learning?
- What does it mean to be resilient? What are some examples?
- What responsibility do we have to nurture compassion in our students?

WEEK 19 of your school year

How I will best use this lesson:



The Engagement Builder™

Millennial parents tend to be better informed and more experienced than GenX and Boomer parents. Their expectations of how learning should be may not always conform to the way we think learning should look.

The Discussion Generator™

- What does it mean to "win over" parents? How do you know when this has occurred?
- How might today's parents present challenges that are different from parents in the past?
- What role does technology play in developing and maintaining relationships with today's parents?

WEEK 20 of your school year

How I will best use this lesson:



The Engagement Builder™

We can never claim to have expertise simply as a result of our experiences.

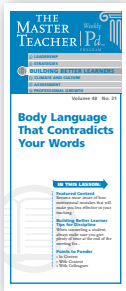
The Discussion Generator™

- Is someone who is experienced also someone with expertise? Why or why not?
- What must we do with experience to have it contribute to expertise? What would be a good example?
- Must a person have significant experience to also have expertise?

Weeks 21–24: Giving Teachers Perspectives and New Skills Will Keep Morale High in This Pressure-Packed Month

WEEK 21
of your school year

How I will best use this lesson:



The Engagement Builder™

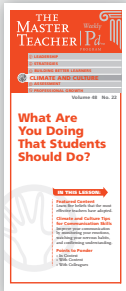
When our body language contradicts our verbal communication, our body language will be the communication that's believed.

The Discussion Generator™

- Why is it that our nonverbal communication signals can overwhelm what we say and the words we choose?
- What indicators do we look for to tell us that what people are saying is what they really mean?
- Identify a public or historic person who suffered because what they said did not match their nonverbal signals. What were the consequences?

WEEK 22
of your school year

How I will best use this lesson:



The Engagement Builder™

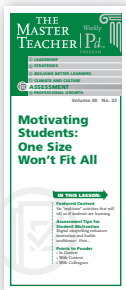
Examination may reveal that we step in too quickly too often when our students face challenges.

The Discussion Generator™

- Think of a time when you experienced parents stepping in to rescue or intervene on behalf of their child when the interests of the child might have been better served by completing the experience on their own. What signs or signals led you to this conclusion?
- Are there times when we step in too early to "bail out" students when their learning would be richer and deeper if we allowed them to struggle and find their own answers? Discuss.
- Why is it particularly important that students participate in setting goals for their learning?

WEEK 23
of your school year

How I will best use this lesson:



The Engagement Builder™

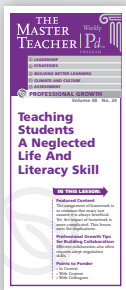
It's within the Secondary Human Needs that we see the motivation to work hard and excel in school—or the opposite.

The Discussion Generator™

- How do we know if students are motivated? What behaviors are surefire indicators?
- What do we need to know about an individual learner to motivate him or her?
- What universal needs or triggers can motivate students to learn?

WEEK 24
of your school year

How I will best use this lesson:



The Engagement Builder™

Listening is a skill that can make the difference between being highly successful and being average.

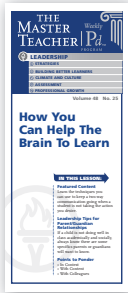
The Discussion Generator™

- What strategies and activities do we routinely employ to build the listening skills of our students?
- Where do students struggle the most when it comes to listening?
- What cues do we watch to determine if students really are listening to us and each other?

Weeks 25–28: Readings for Rejuvenation and Perspective

WEEK 25 of your school year

How I will best use this lesson:



The Engagement Builder™

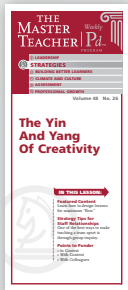
You can help students' brains develop if you focus on acquisition and then practice higher-order thinking skills.

The Discussion Generator™

- Why is it important for us to pay attention to brain research to inform our instructional practices?
- What aspect of brain development research do we already use to inform our instructional practices?
- What mysteries of learning would we like brain research to illuminate?

WEEK 26 of your school year

How I will best use this lesson:



The Engagement Builder™

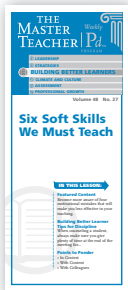
The areas of yin and yang that researchers tell us trump all others in fostering creativity are the opposing but vital forces of *curiosity* and *drive*.

The Discussion Generator™

- How do you define creativity? What does it look like in practice?
- Can creativity be taught? Can it be nurtured?
- What can we do to help students tap their natural curiosity?

WEEK 27 of your school year

How I will best use this lesson:



The Engagement Builder™

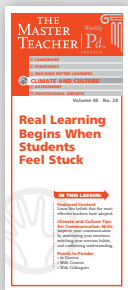
While technical knowledge is important, industry insiders have said, "We train for skill, but hire for fit." Fit is determined by soft skills—the personal attributes and habits that make for a well-rounded employee.

The Discussion Generator™

- What comes to mind when you hear the term "soft skills"? Why might they be called "soft"?
- Why are so-called "soft skills" often not explicitly taught in the curriculum?
- To what extent do we teach and nurture soft skills with our students?

WEEK 28 of your school year

How I will best use this lesson:



The Engagement Builder™

If students never experience struggle and feelings of being stuck, we deprive them of an important dimension of meaningful learning.

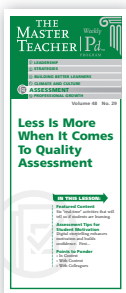
The Discussion Generator™

- Should it be a goal for us to make learning easy for students?
- What should be our first steps when we see students begin to struggle?
- At what point should we intervene if students continue to struggle without progress?

Weeks 29–32: The Ideas and the Mindset to Keep the Momentum Going

WEEK 29 of your school year

How I will best use this lesson:



The Engagement Builder™

For a task to receive a "triple A" rating, students have to do more than recall or retell something.

The Discussion Generator™

- What is it about timely feedback that makes it such a powerful contributor to learning?
- What is the appropriate balance in time spent on instructional activities and time spent on assessments?
- Why is it important for us to balance assessments that tell us what students know with assessments that tell us what students can do?

WEEK 30 of your school year

How I will best use this lesson:



The Engagement Builder™

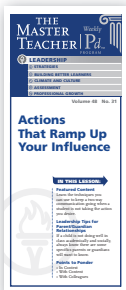
The most powerful accountability we can tap is found in the promises we make to each other.

The Discussion Generator™

- What promises do we make to each other about our work and support of students and their learning?
- Why are promises we make to each other so important to our collective success?
- Whose responsibility is it to decide what promises we should make to each other?

WEEK 31 of your school year

How I will best use this lesson:



The Engagement Builder™

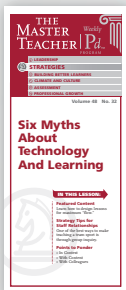
The keys to influence are: showing up, speaking up, teaming up, looking up, and not giving up.

The Discussion Generator™

- What does it mean to have credibility with colleagues and clients?
- Is credibility within our control, or is it granted by position or others?
- How can we know when we have credibility with and can influence others?

WEEK 32 of your school year

How I will best use this lesson:



The Engagement Builder™

For today's students, the ability to sort and focus will increasingly be a life survival skill.

The Discussion Generator™

- Does increasing access to technology improve the learning of students?
- What truth might lie in the statement, "It is not the technology that matters; it still is the pedagogy"?
- What factors should we consider before deciding to include technology in a lesson or unit?

Weeks 33–36: The Right Teachings for a Strong Finish

WEEK 33 of your school year

How I will best use this lesson:



The Engagement Builder™

The first and possibly most frequent occurring counterforce to learning is fear of failure.

The Discussion Generator™

- What forces are present and often in play that compete for the attention and learning of our students?
- What steps can we take to understand what might be interfering with the success of our learners today, this week, or at this time of the year?
- How can we best use the time remaining this year to build learning success for our students?

WEEK 34 of your school year

How I will best use this lesson:



The Engagement Builder™

Stress comes from one of three sources: a lack of knowledge, a lack of confidence in one's ability, or a lack of control necessary to get the job done.

The Discussion Generator™

- In what ways is pressure different from stress?
- How might pressure lead to greater productivity?
- How can stress get in the way of success?

WEEK 35 of your school year

How I will best use this lesson:



The Engagement Builder™

It's vital to attend to unfinished business if we want to move ahead next year freely and with "clean" relationships and uplifting goals for ourselves and students.

The Discussion Generator™

- How does attending to this year's unfinished business help us prepare for next year?
- What consequences can ignoring this year's unfinished business hold for us as we anticipate the year ahead?
- What might be examples of unfinished business to which we need to attend together?

WEEK 36 of your school year

How I will best use this lesson:



The Engagement Builder™

We should be committed to moving beyond professional practice that may have worked well enough in the past but does not offer adequate capacity to meet the needs of today's learners and our professional responsibilities.

The Discussion Generator™

- In what ways might there be benefits to making some of our practices and traditions obsolete?
- What should we consider when deciding what to bring forward to next year and what to leave behind?
- What will we need to create new to replace what we decide should be obsolete?

LEADER'S ANSWER KEY

WHEN QUESTIONS ARE USED BY TEACHERS FOR CREDIT

MT 4801
Choose To Position Yourself To Inspire Students

1. b
2. c
3. d
4. a

MT 4802
Add Learning Plans To Your Lesson Plans

1. d
2. a
3. b
4. a

MT 4803
Motivational Mistakes That Will Affect Every Student

1. d
2. c
3. a
4. c

MT 4804
Learn To Think How Highly Effective Educators Think

1. a
2. c
3. a
4. d

MT 4805
Real-Time Ways To Know Students Are Learning

1. d
2. c
3. d
4. b

MT4806
What You May Not Know About Homework And Learning

1. a
2. c
3. d
4. d

MT 4807
When Students Don't Respond—Stop

1. b
2. c
3. a
4. a

MT 4808
Small Steps To Generate Big Engagement

1. d
2. b
3. c
4. a

MT 4809
Best-Kept Secrets For Handling The Nonparticipator

1. d
2. c
3. a
4. a

MT 4810
How To Respond When You Get An "Attitude"

1. b
2. d
3. a
4. d

MT 4811
Going Beyond Ho-Hum Questioning

1. b
2. c
3. d
4. a

MT 4812
What Successful Collaborators Know And Do

1. b
2. c
3. a
4. c

MT 4813
The Art And Action Of Being "Fully Present"

1. c
2. a
3. a
4. b

MT 4814
Do's And Don'ts For Handling Verbally Aggressive Students

1. b
2. d
3. a
4. d

MT 4815
Techniques To Lead Students To Optimism

1. a
2. d
3. c
4. b

MT 4816
First Come Stereotypes, Then Prejudice, And Eventually Discrimination

1. a
2. b
3. c
4. a

MT 4817
The Right Distance Between Prior Learning And New Learning

1. b
2. a
3. d
4. d

MT 4818
Compassion: A Prerequisite To Resiliency

1. b
2. d
3. c
4. a

LEADER'S ANSWER KEY

WHEN QUESTIONS ARE USED BY TEACHERS FOR CREDIT

MT 4819

Winning Over Today's Parents

1. b
2. a
3. d
4. d

MT 4820

Don't Think Experience Equals Expertise

1. b
2. c
3. a
4. d

MT 4821

Body Language That Contradicts Your Words

1. b
2. d
3. d
4. a

MT 4822

What Are You Doing That Students Should Do?

1. a
2. c
3. d
4. b

MT 4823

Motivating Students: One Size Won't Fit All

1. b
2. d
3. c
4. a

MT 4824

Teaching Students A Neglected Life And Literacy Skill

1. b
2. d
3. c
4. d

MT 4825

How You Can Help The Brain To Learn

1. a
2. a
3. c
4. d

MT 4826

The Yin And Yang Of Creativity

1. a
2. c
3. d
4. c

MT 4827

Six Soft Skills We Must Teach

1. b
2. a
3. d
4. c

MT 4828

Real Learning Begins When Students Feel Stuck

1. a
2. b
3. b
4. a

MT 4829

Less Is More When It Comes To Quality Assessment

1. a
2. d
3. a
4. c

MT 4830

Promises We Need To Make To Each Other

1. b
2. d
3. c
4. c

MT 4831

Actions That Ramp Up Your Influence

1. c
2. d
3. c
4. a

MT 4832

Six Myths About Technology And Learning

1. b
2. b
3. b
4. c

MT 4833

The Last Days: Remember The Four Arch Enemies Of Learning

1. d
2. c
3. b
4. a

MT 4834

Pressure Is Not The Same As Stress

1. a
2. b
3. c
4. d

MT 4835

Take Time To Assess And Address Your Unfinished Business

1. b
2. c
3. d
4. d

MT 4836

Five Things You Should Make Obsolete For Next Year

1. a
2. a
3. b
4. c

ALIGNMENT TO

Charlotte Danielson's Framework for Teaching

Volume 48 Weekly Lesson Titles (2016–2017)

	Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities
1. Choose To Position Yourself To Inspire Students		●	●	
2. Add Learning Plans To Your Lesson Plans	●			
3. Motivational Mistakes That Will Affect Every Student		●	●	
4. Learn To Think How Highly Effective Educators Think				●
5. Real-Time Ways To Know Students Are Learning	●		●	
6. What You May Not Know About Homework And Learning	●			
7. When Students Don't Respond—Stop	●		●	
8. Small Steps To Generate Big Engagement			●	
9. Best-Kept Secrets For Handling The Nonparticipator	●	●	●	
10. How To Respond When You Get An "Attitude"		●		
11. Going Beyond Ho-Hum Questioning			●	
12. What Successful Collaborators Know And Do				●
13. The Art And Action Of Being "Fully Present"				●
14. Do's And Don'ts For Handling Verbally Aggressive Students	●	●		
15. Techniques To Lead Students To Optimism	●	●		
16. First Come Stereotypes, Then Prejudice, And Eventually Discrimination		●		
17. The Right Distance Between Prior Learning And New Learning	●			
18. Compassion: A Prerequisite To Resiliency				●
19. Winning Over Today's Parents				●
20. Don't Think Experience Equals Expertise				●
21. Body Language That Contradicts Your Words			●	
22. What Are You Doing That Students Should Do?		●	●	●
23. Motivating Students: One Size Won't Fit All	●		●	
24. Teaching Students A Neglected Life And Literacy Skill	●	●		
25. How You Can Help The Brain To Learn	●		●	
26. The Yin And Yang Of Creativity			●	●
27. Six Soft Skills We Must Teach	●			
28. Real Learning Begins When Students Feel Stuck	●	●		
29. Less Is More When It Comes To Quality Assessment	●		●	
30. Promises We Need To Make To Each Other				●
31. Actions That Ramp Up Your Influence				●
32. Six Myths About Technology And Learning	●			
33. The Last Days: Remember The Four Arch Enemies Of Learning	●			
34. Pressure Is Not The Same As Stress				●
35. Take Time To Assess And Address Your Unfinished Business				●
36. Five Things You Should Make Obsolete For Next Year				●

ALIGNMENT TO

Marzano Teacher Evaluation Model

Volume 48 Weekly Lesson Titles (2016–2017)

	Classroom Strategies and Behaviors	Planning and Preparing	Reflecting on Teaching	Collegiality and Professionalism
1. Choose To Position Yourself To Inspire Students				●
2. Add Learning Plans To Your Lesson Plans		●		
3. Motivational Mistakes That Will Affect Every Student	●			●
4. Learn To Think How Highly Effective Educators Think			●	
5. Real-Time Ways To Know Students Are Learning	●			
6. What You May Not Know About Homework And Learning	●			
7. When Students Don't Respond—Stop	●			
8. Small Steps To Generate Big Engagement	●			
9. Best-Kept Secrets For Handling The Nonparticipator	●	●		
10. How To Respond When You Get An "Attitude"		●		
11. Going Beyond Ho-Hum Questioning	●			
12. What Successful Collaborators Know And Do				●
13. The Art And Action Of Being "Fully Present"			●	
14. Do's And Don'ts For Handling Verbally Aggressive Students	●	●		
15. Techniques To Lead Students To Optimism	●			
16. First Come Stereotypes, Then Prejudice, And Eventually Discrimination			●	
17. The Right Distance Between Prior Learning And New Learning	●	●		
18. Compassion: A Prerequisite To Resiliency			●	
19. Winning Over Today's Parents				●
20. Don't Think Experience Equals Expertise			●	
21. Body Language That Contradicts Your Words			●	
22. What Are You Doing That Students Should Do?			●	
23. Motivating Students: One Size Won't Fit All		●		
24. Teaching Students A Neglected Life And Literacy Skill	●			
25. How You Can Help The Brain To Learn	●			
26. The Yin And Yang Of Creativity			●	
27. Six Soft Skills We Must Teach	●	●		
28. Real Learning Begins When Students Feel Stuck	●			
29. Less Is More When It Comes To Quality Assessment	●			
30. Promises We Need To Make To Each Other				●
31. Actions That Ramp Up Your Influence			●	
32. Six Myths About Technology And Learning		●		
33. The Last Days: Remember The Four Arch Enemies Of Learning	●			
34. Pressure Is Not The Same As Stress			●	
35. Take Time To Assess And Address Your Unfinished Business			●	
36. Five Things You Should Make Obsolete For Next Year			●	

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