The One Thing... That Will Make All Your Work as a Principal Achievable.
READ THIS BOOKLET...

And You
Will Achieve
The Outstanding
Results You Are
Looking for
Guaranteed.

THE MASTER TEACHER Guarantee
If you use THE MASTER TEACHER Pd PROGRAM consistently, we guarantee you'll develop highly effective teachers and create a better school. If you are not completely satisfied, you may cancel your order and receive a full refund on the unused portion.
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“EXTRAORDINARY PEOPLE VISUALIZE NOT WHAT IS POSSIBLE OR PROBABLE, BUT RATHER WHAT IS IMPOSSIBLE. AND BY VISUALIZING THE IMPOSSIBLE, THEY BEGIN TO SEE IT AS POSSIBLE.”
—Cherie Carter-Scott

Why the Master Teacher Makes Everything Else You Do Achievable...

Once you come to the conclusion that great teaching and powerful learning only happen throughout the whole of a school when you create the right culture, you have arrived at the first step to making everything else you need and want to do possible.

But then you are left with a new question: How do we do it?

You know in your gut that the answer lies in first connecting with the hearts and minds of each of your teachers individually—and then somehow keeping up those connections throughout the whole year.

Impossible?

Not at all.

And that’s why the Master Teacher works. Because it makes reaching each teacher so simple. If it were complicated it wouldn’t.
When you provide the Master Teacher lessons to your teachers each week, you give each one of them the attitudes, beliefs, techniques, and best practices to achieve excellence. Simple.

Teachers read the weekly lessons because they are short and give them profound and practical advice that works. They can implement the strategies immediately. Still simple.

But the real culture-building power comes when you discuss the topics at least once a month with your teachers. This action is what starts to change everything!

Suddenly, teachers see how the weekly offering meets their needs. They also see for themselves how smart, innovative, and creative their fellow teachers are. They grow from sharing insights and expressing their commitment. Without fail, teachers begin to ask one another for their help and insights outside of staff meetings. They experience higher levels of success because they combine their brain power and beliefs about what they are doing and how they should be doing it. They become a true collegial, learning, and growing community.

And that is what allows you to achieve everything else!

Here are the results from schools that engaged their teachers in one professional discussion per month using the Reflect and Connect questions on the back of the Master Teacher lessons:

- 100% Found the ideas practical.
- 96.8% Gained knowledge on a variety of teacher needs: Teaching techniques, discipline, motivation, parent relationships, etc.
- 90.6% Had discussions with colleagues about the concepts in the lessons.
- 100% Applied the ideas presented.
- 96.9% Changed how they feel and think about their work.
- 83.3% Built a culture of shared beliefs.
- 90.3% Increased their teaching capacity and performance.
- 93.6% Increased the effectiveness of their teaching skills, strategies, and techniques.
- 93.4% Grew professionally.

You can get these same results! Just follow the simple steps outlined in this Desk Reference.
At the Master Teacher, we know how people learn and grow.

You do, too.

People learn from what they read or experience.

But people grow when they start with what they know, talk about what they learn, hear what others have learned, and share with colleagues what they have applied to their work.

Teachers grow most naturally through professional conversations with colleagues. They grow when they talk about what they believe. They grow when they talk about their mistakes. They grow when they talk about what they’ve tried and what works. And, when all their ideas are “in the air,” the electricity of those thoughts combusts into compelling “aha” moments for all who participate.

When that happens it’s magic.

You’ve had those conversations throughout your career. You know their power. These conversations get you excited again about your chosen profession. The zeal in you comes alive. Your commitment to what you do is renewed and solidified.
Use the 7-7-7-7 Method™ During Staff Meetings For Exceptional Results!

During your staff meetings:

• **First seven minutes:**
  All teachers read the lesson.

• **Second seven minutes:**
  Teachers pair-share using the Reflect and Connect questions provided on the back of each lesson.

• **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 the action. Passion will be found everywhere.

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

See more tips for implementation on page 25.
“LEADERSHIP IS NOT ABOUT MAKING YOURSELF MORE POWERFUL. IT’S ABOUT MAKING PEOPLE AROUND YOU MORE POWERFUL.”
—Betty Linton

WHAT YOU GET AND THE STEPS TO TAKE TO MAKE THIS YEAR THE BEST EVER!

The Master Teacher Pd Program is simple but powerful. The reason?

It gives you the tools to make the people around you powerful and highly successful.
Step 1

Sign the Welcome Cards

Introducing the Program to Your Staff

Welcome your teachers back to school. Personalize and pass out the welcome cards that are provided for each teacher. These cards introduce your teachers to the Master Teacher 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 the Master Teacher Pd Program for your teachers. The welcome 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.

Note: Distribute the Welcome Card and the Easy Finder Index (next page) to each teacher.

Dear [Teacher’s Name],

We are at the beginning of another new school year. To be sure, it will be full of challenges as we work to do our best for the children of our school.

This year I want to start by giving you some assurances from me, so that you know, without a doubt, that I am in your corner.

Therefore, I assure you that...

- I believe you can and will succeed this year.
- I am committed to help you grow as a professional.
- I will do everything I can to see that you have what you need to succeed.
- I need to hear what you think. Your voice matters.
- I am committed to learn from you and with you.
- I have high expectations for you, but I do not expect perfection.
- I will have your back as long as you are doing what you know is best for learners.
- I will come to you directly if I have a concern or question.
- I will not ask you to do anything I am unwilling to do.

To back my assurances up I am providing you with the weekly program of the Master Teacher Pd Program. It is my way of making sure that you have research-based strategies, best practices, and thought-provoking insights at your fingertips to stretch you to become the best teacher you can be. I also want us to engage in professional dialogue around the weekly lessons so that we can grow together as a staff.

I look forward to a satisfying year of success for our students and our own professional growth and fulfillment.

Regards,

[Your Signature]
This special introductory piece contains a message from the founder of *THE MASTER TEACHER Pd PROGRAM*, Robert L. DeBruyn, and an index for the entire 2015-2016 school year. This brochure has been prepared to reinforce your personal introduction to the program.

It’s best to distribute the Easy Finder Index with the welcome cards 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 Word Index is designed to accomplish at least six 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 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 Pd PROGRAM* as a regular and dependable method of acquiring professional attitudes, philosophies, and practices that offer 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.

Remind your teachers to keep the Easy Finder Word Index and weekly lessons in their library cases. Too, be aware that you may refer to the index when the need arises—and urge your teachers to do the same.

The Easy Finder Index and library case allow teachers to build a personal library with *THE MASTER TEACHER Pd PROGRAM*. Over time, teachers will have volumes of material to draw upon as a professional resource and will be very much aware that you have given them this valuable professional gift.

**Remember: THE MASTER TEACHER Pd PROGRAM material is never dated.** You’ll find it is always current and applicable. The only reason each copy includes a specific date in the postal statement is to meet the regulations of the U.S. Postal Service.
The following is to be used as a speech or in an email to your staff. To personalize this message, visit www.masterteacher.com/MTPD-Program

Date: [Month Day, 2015]
To: [Entire Staff]
From: [Your Name]

Subject: the Master Teacher Weekly Inservice

Teaching is a challenging job, and the better the teacher, the harder the job seems to become. That’s because there’s always one unit more to cover, one student need that could still be met, and so our professional development efforts shouldn’t merely add to the list of things we’d like to accomplish if only there were more time.

That’s why this year we’re focusing on One Thing: the Master Teacher. By focusing our efforts, I believe we’ll get more output with less input. But in order to get the results, we have to do it right! That’s why I will be leading staff meetings based on the lessons found in the Master Teacher program.

Each lesson of the Master Teacher offers practical, professional, and workable ideas you can use immediately. Yet each weekly lesson is also aligned with tested best practices and research. You will find further reading at the end of each lesson.

I will also distribute a special brochure before the program begins called the Easy Finder™ Index. This index makes each message more readily usable as reference material. 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 is that it’s totally student-centered. This is the educational philosophy we’ve adopted—one we must keep in order to stay on course and find high levels of success. the Master Teacher is written in a straightforward manner, in plain and concise language. Each issue only takes seven minutes to read, but over the course of the year, it adds up to volumes of resources.

the Master Teacher 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 name]
Very Important: Hand out only one lesson each week!

Remember this principle of teaching and learning: Volumes of information in short lessons give the best learning and retention. Therefore, even though you receive the program a month at a time, only give your teachers one weekly lesson. If you distribute several issues at one time, they lose both their timeliness and ease of use. Many teachers have said, “I can’t believe how THE MASTER TEACHER knew exactly what we needed at this specific point in time!” That’s because it is aligned to the week of the school year. Designed to be read in 7 minutes, it won’t take a lot of your teachers’ time each week and so they can implement the strategy immediately.

Each weekly lesson includes:

1 Feature Article: The content is specific to the identified pillar of professional learning: Leadership, Instructional Strategies, Building Better Learners, Climate and Culture, Assessment, and Professional Growth.

2 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.

3 Reflect & Connect Questions: Discussion generators 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.

4 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.
Note about online delivery:
If you purchased the online-only version of *the Master Teacher Pd Program*, teachers will receive an email each week letting them know that a new lesson is available in their account. Though you won’t be able to hand the lessons out physically, you can still stop by each teacher’s classroom to make sure it has been added to his or her *PD Now* account. Also, with the online version, teachers will have access to an archive of lessons from previous years to search and read through anytime.

TESTIMONIALS

“When we established daily grade-level team meetings, we reserved one day each week for staff development—and I asked teachers to bring their copy of *the Master Teacher Pd Program* to the session where we read through it together and responded to the Reflect & Connect questions. Teachers would discuss how the topic applied to our current situation, whether the concern was a small group of students, an entire class, or the entire student population. Later, teachers began leading this activity on their own. Often, the best action I could take was to be quiet and listen to what I considered exceptional professional discussion.”

—Larry Doll, Principal

“I am looking at my students differently and trying to establish special relationships and each one is different.”

“Teachers shared in their reflections journals how they have incorporated the strategies presented in the modules to impact learning in a positive way. Our school counselor was excited to see that teachers were receiving information that is the cornerstone to lessons he teaches during sessions with students.”

“We know that building relationships with students impacts their success in school. This boosted our mission for reaching each student.”

“Each module has added depth to the way teachers are viewing their students and the practices they use.”

STEP 5

HAVE TEACHERS SIGN UP FOR E-TIPS

*the Master Teacher Pd Program* also provides e-tips for teachers. These tips are designed to provide practical, ongoing support, motivation, and encouragement throughout the month.

To take advantage of the e-tips, visit [www.masterteacher.com/MTPD-Program](http://www.masterteacher.com/MTPD-Program) and fill in the form provided under the heading, “Sign Up for E-Tips for Teachers.”
STEP 6

UTILIZE THE MONTHLY PLANNER

“THE WORLD STANDS ASIDE TO LET ANYONE PASS WHO KNOWS WHERE HE IS GOING.”
—David Jordan

You will receive a printed copy of each month’s planner with your monthly mailing. If you need an additional copy of the Monthly Planner, you may download one from www.masterteacher.com/MTPD-Program

An example of how to fill in your Monthly Planner can be found on page 13.

The Monthly Planner helps principals and teacher leaders strategize ways to best use each week’s lesson and how to incorporate it into school initiatives. The Planner also includes:

• **Supplemental Reflect & Connect questions**, which provide an excellent opportunity to facilitate discussion and engage staff. It’s a great way to expand upon the three original Reflect & Connect questions included with each weekly lesson.

• **Thought for the Week**, which can be shared with your staff to spark interest and encourage teachers to read each weekly lesson.

The supplemental questions and Thought for the Week can be used in a number of ways.

Incorporate the Thought for the Week into a Monday morning email to staff addressing key issues for the week, things to remember, and other such communications. Post the supplemental questions centrally in the office for all staff to see.

The questions are often used in faculty meetings for planning how the week’s lesson will be applied to schoolwide initiatives. Answer these questions yourself first to better direct the meeting’s discussion of the material.
Thought for the Week
Climate and culture can make the difference between a good year—and a great and remarkable one.

Supplemental Reflect & Connect Questions to Begin Group Discussions

1. Why is it important to attend to the development of climate and culture in your classroom from the first day?

2. What steps do you take to ensure that a strong, positive culture grows in your classroom?

3. Reflect on the three conditions that support culture: Collaboration, collegiality, and efficacy. Where do you have an opportunity to strengthen one or more of these conditions and the culture in your classroom?
# ADDITIONAL TOOL

## THE ANNUAL PLANNER

The Annual Planner is the starting point in creating a strategic plan for using *the Master Teacher Pd Program* in your school.

If you need an additional copy of the Annual Planner, you may download one from [www.masterteacher.com/MTPD-Program](http://www.masterteacher.com/MTPD-Program).

An example of how to fill in your Annual Planner can be found below.

### AUGUST/SEPTEMBER

**Theme: Getting Off to a Great Start**

<table>
<thead>
<tr>
<th>Vol. 47</th>
<th>Week 1</th>
<th>How I will best use this lesson:</th>
<th>Ways I can integrate this lesson with other priorities/school needs and initiatives:</th>
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<td>During walkthrough before school starts, discuss the lesson with each teacher and ask each how he or she will have a first day lesson that all students feel is truly important to them and is something they care about.</td>
<td>If I utilize the tips on the back of this lesson in our ongoing study around CCSS.</td>
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<th>Vol. 47</th>
<th>Week 2</th>
<th>How I will best use this lesson:</th>
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<td>I will assign teachers this lesson to read in preparation for our inservice training on lesson planning for the CCSS.</td>
<td>Our PLCs are going to grapple with lesson planning for CCSS this year. This lesson will be perfect for their discussions.</td>
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<th>How I will best use this lesson:</th>
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<td>Provide PLCs with the supplemental Reflect &amp; Connect questions on the Monthly Planner so they can engage in deeper discussion about the lesson’s strategies.</td>
<td>PLCs need to discuss scaffolding strategies to achieve deeper and richer learning experiences for students.</td>
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<td>This lesson may be best used in individual learning due to the personal assessment each teacher should make about his or her own listening habits.</td>
<td>Stress to all faculty members the importance of really listening to one another, students, and parents.</td>
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## AUGUST/SEPTEMBER

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### OCTOBER
**Theme: When the Newness Wears Off and the Hard Work Takes Over, Best Practices Help Teachers the Most**

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Vol. 47  
Week 9

How I will best use this lesson:  

Ways I can integrate this lesson with other priorities/school needs and initiatives:

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Week 10

How I will best use this lesson:  

Ways I can integrate this lesson with other priorities/school needs and initiatives:

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Week 11

How I will best use this lesson:  

Ways I can integrate this lesson with other priorities/school needs and initiatives:

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Week 12

How I will best use this lesson:  

Ways I can integrate this lesson with other priorities/school needs and initiatives:
DECEMBER
Theme: Keeping Productivity High During the Holidays

Vol. 47
Week 13
How I will best use this lesson:

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Ways I can integrate this lesson with other priorities/school needs and initiatives:

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Week 14
How I will best use this lesson:

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Ways I can integrate this lesson with other priorities/school needs and initiatives:

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Week 15
How I will best use this lesson:

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Week 16
How I will best use this lesson:

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Ways I can integrate this lesson with other priorities/school needs and initiatives:

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### JANUARY
**Theme: After the Holidays, You Will Arm Teachers With the Right Attitudes and Techniques**

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### Vol. 47  Week 21

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### Vol. 47  Week 22

**How I will best use this lesson:**

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### Vol. 47  Week 23

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### Vol. 47  Week 24

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## MARCH
Theme: Readings for Rejuvenation and Perspective

### Vol. 47
#### Week 25

**How I will best use this lesson:**

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**Ways I can integrate this lesson with other priorities/school needs and initiatives:**

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### Vol. 47
#### Week 26

**How I will best use this lesson:**

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**Ways I can integrate this lesson with other priorities/school needs and initiatives:**

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### Vol. 47
#### Week 27

**How I will best use this lesson:**

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**Ways I can integrate this lesson with other priorities/school needs and initiatives:**

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### Vol. 47
#### Week 28

**How I will best use this lesson:**

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**Ways I can integrate this lesson with other priorities/school needs and initiatives:**

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### APRIL
**Theme: The Ideas and the Mindset to Keep the Momentum Going**

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### IN THIS LESSON:

#### BETTER LEARNERS

#### CULTURE

#### VOLUME 47

#### Feature Content

**Making learning a priority** can be a challenge for many students. Examine seven arguments we can make with students to help them shift their priorities toward learning.

#### Building Better Learner Tips for Classroom Leadership

Before students leave for summer break, consider collecting some information about what they have experienced in the classroom in the past year.

#### Reflect & Connect

- **In Context**
- **With Content**
- **With Colleagues**

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#### Vol. 47

**Week 33**

**How I will best use this lesson:**

Ways I can integrate this lesson with other priorities/school needs and initiatives:

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**Week 34**

**How I will best use this lesson:**

Ways I can integrate this lesson with other priorities/school needs and initiatives:

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**Week 35**

**How I will best use this lesson:**

Ways I can integrate this lesson with other priorities/school needs and initiatives:

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**Week 36**

**How I will best use this lesson:**

Ways I can integrate this lesson with other priorities/school needs and initiatives:
As part of your monthly plan to infuse the increased learning and growth expectations of your professional teaching standards into your school, don’t forget to take advantage of the Questions for Credit for teachers. This tool provides additional questions covering each weekly lesson and is an excellent way to facilitate discussion and engage staff. These essay questions give participants an opportunity to increase learning and enrich the PD experience.

The Questions for Credit can also be used to earn additional Professional Development Points (PDPs) or Continuing Education Units (CEUs).

As a building or district, you can determine whether or not to allow your staff to earn credit for completion of part or all of these questions. If you choose to award credit, we recommend 0.5 credit for reading each lesson and completing the Test Module, and an additional 0.5 credit 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.
- **Test Module**: Four multiple-choice questions to test learning of the lesson.
- **Essay Questions**: Five essay questions to allow reflection on what has been learned and how to relate it to the classroom experience.
**TIPS FOR IMPLEMENTATION**

**Tip #1**
For maximum impact, distribute only one lesson each week. You can have your administrative assistant put one in every teacher’s mailbox. Even better, hand them out personally each week as you make your rounds to each classroom. If you purchased online-only, your teachers will receive an email each week when the lessons are available.

Teachers can use the program for individual reading and study. They provide the right amount of information to help teachers retain what they’ve learned without feeling overwhelmed. By reading the lessons on their own, teachers can take the time needed to consider how the information applies to their own teaching.

**Tip #2**
Make sure that you read it yourself so you have familiar “talking points” to weave into your conversations with teachers. Your participation in the program is vital, because it adds strength and credibility.

**Tip #3**
Principals can easily facilitate dialogue during department or staff meetings or use the Reflect & Connect questions to initiate a one-on-one professional discussion; uncover the depth, feelings, and skills of a teacher; or counsel teachers who seek or need help and guidance.

**Tip #4**
Teachers can use the lessons as monthly book studies within professional learning communities. They provide just the right amount of information so teachers can spend less time searching through volumes of pages and more time getting to the heart of what’s important—increasing student achievement. The three Reflect & Connect questions on the back can be used as a starting point for discussion and will help improve collaboration within the learning teams.

**Tip #5**
Principals can send weekly emails to teachers with words of encouragement and the selected quote from the week’s lesson or use the quote in a weekly bulletin or staff newsletter. By providing the Master Teacher to all teachers, principals and teacher leaders can be sure that all teachers are receiving the same sound advice.

**Tip #6**
In addition to the Master Teacher, you can give teachers personal copies of the following books:

- The First 60 Days of Teaching, Volume 1 (#121260)
- The First 60 Days of Teaching, Volume 2 (#121265)
- Keeping the Momentum Strong in the Critical Middle of the School Year (#121270)
- The Last 60 Days of the School Year: Finishing Strong (#121280)

By pairing the Master Teacher with these resources, your teachers will have the information they need to tackle the most common problems they’ll encounter during the year. You can find these books on our website at www.masterteacher.com.
# THE MASTER TEACHER Pd™ PROGRAM

Aligns with the Marzano Teacher Evaluation Model

Also aligned to many state-specific teacher evaluation systems. Please check with your sales representative or call 800.669.9633.

## Volume 47 Lesson Titles (2015-2016)

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The Mission of the Master Teacher Pd Program Is Fourfold:

1. To help school leaders provide their entire teaching team with the specific and planned professional training that facilitates student learning and teacher success. The program includes a follow-up and follow-through structure that reinforces teacher learning and facilitates classroom practice immediately.

2. To give you a program that is:
   - Rigorous and relevant to the student-centered work and challenges teachers face daily and the relationship-building needs of every teacher.
   - Related to the precise requirements for successful teaching vital to accomplishing the work and mission of the school.

3. To provide comprehensive training that reveals best practices and research-based techniques for all areas of a teacher’s work, including providing support for student growth indicated by state curriculum standards expectations:
   - Professional attitudes and beliefs vital to a teacher’s success.
   - Classroom management.
   - Motivation.
   - Behavior and discipline.
   - Communication.
   - Student, parent, and faculty relationship-building.
   - Professionalism and ethics.
   - Team-building.
   - Assessment.
   - Leadership.

4. To give you a PD program that your teachers can save, read, study, and use immediately and throughout their careers in times of desire or need. The program is new each year. Therefore, both you and your teachers can build a working library of tested resources.

How the Master Teacher Pd Program Is Created New Each Year

We hold to a very specific process to ensure the lessons in the Master Teacher Pd Program hold to the highest standards of rigor, relevance, and relationship building. It is as follows:

1. the Master Teacher Pd Program cadre members—teachers, principals, and superintendents throughout the U.S.—submit topics for each new volume.
2. The topics are scrutinized for relevance and to ensure each volume covers a wide spectrum of training needs. Then they are sequenced so each weekly lesson targets the time when teachers are most likely to need it.
3. The research and recommended best practices are secured for each lesson.
4. The writing begins, distilling the most important information so that teachers can implement the best practices and strategies immediately.
5. Each lesson is re-examined against a strict guide for rigor, relevance, and relationship-building aligned with research and best practices.
6. Each weekly lesson is written in a direct, conversational style that teachers can relate to.
7. The lessons are carefully edited for professional learning content and grammar.
8. Cadre members read and modify each issue until it goes to press. Each issue must uphold the standards and integrity of the Master Teacher and allow us to say, “If teachers practice what we recommend, they will become master teachers.”

Using the Six Pillars of Professional Learning delivers a Leadership lesson week one, an Instructional Strategies lesson week two, a lesson for Building Better Learners week three, a Climate and Culture lesson week four, an Assessment lesson week five, and a Professional Growth lesson week six.

• **Leadership:** The quality of the school is directly related to the quality of leadership present. The development of leadership skills is a deliberate process that needs to be facilitated and nurtured. Developing and supporting teacher leaders to achieve the mission and vision of schools is possible. It is also necessary.

• **Instructional Strategies:** It is essential that teachers identify, develop, and hone the instructional strategies and skills that increase student learning and growth. Applying the right strategies at the right time with the right amount of vigilance to meet each student’s needs is critical.

• **Building Better Learners:** Teachers build better learners when they see learning through the eyes of students. Building better learners also means that students seek teacher feedback and see themselves ultimately as their own best teachers.

• **Climate and Culture:** Both the classroom and the school need to be positive, caring, respectful, and student-centered places. If they aren’t, students will fail to achieve to their full potential.

• **Assessment:** It is imperative that administrators help teachers develop and sustain the skills to effectively collect the information that will help diagnose, guide, and improve teaching and learning. Teachers must learn and use a variety of measures to assess before, during, and after instruction to shape the classroom environment and the teacher’s role in it.

• **Professional Growth:** An administrator’s aim should be to help teachers develop the beliefs, attitudes, and behaviors to lift them to the level of master teacher and to show them the powerful motivation and satisfaction that come from changing the lives of students. Together, these efforts help members of a school staff work more effectively and harmoniously. They also help teachers find greater success with parents and others in the school community.

**Understanding Lesson Numbering and Sequence**

The code on the front of each lesson uses a number that corresponds with the week of the school year. If you wish to use the lessons in the order recommended by the Master Teacher, additional points of reference include the **Title Chart at the back of this Desk Reference** as well as sequential numbers (1-36) on the back panel of each lesson in the lower right corner.
“LEARN EVERYTHING YOU CAN, ANYTIME YOU CAN, FROM ANYONE YOU CAN—THERE WILL ALWAYS COME A TIME WHEN YOU WILL BE GRATEFUL YOU DID.”
—Sarah Caldwell

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This is your subject index for Volume 47 of *the Master Teacher Pd Program* for the 2015-2016 school year. The index is divided into two sections to make easy reference possible:

1. Features
2. Tips

The code in parentheses indicates the lesson in which the reference you are seeking can be found. Each weekly lesson is assigned a number. That number represents the week of the school year that it pertains to.

### Features

**ACCOUNTABILITY:** ourselves and others (13).

**ACHIEVEMENT:** underachievers are motivated (07); faltering students (22).

**ASSESSMENT:** role of grades (05); accounting for background knowledge (17).

**ATTENTION:** and student brains (10).

**BEHAVIOR:** underachievers (7); cheating (20); laziness (32).

**BELIEFS:** assumptions that drive (25).

**CHANGE:** work place expectations (03); help students navigate (27).

**CHEATING:** do’s and don’ts of handling (20).

**CLASSROOM MANAGEMENT:** getting their attention (10); with navigating change (27).

**CLOSURE:** a good ending (35).

**COLLABORATION:** as a sign of learning culture (01).

**COMMITMENT:** students to learning (09).

**COMMUNICATION:** with underperformers (15); with parents (26); making learning a priority (33); polling students (36).

**COMPLIANCE:** vs. commitment (09).

**CONFLICT RESOLUTION:** forgiveness (28).

**CREATIVITY:** five myths (14).

**DISCIPLINE:** eight common mistakes (19).

**EFFICACY:** teacher competencies (34).

**EFFORT:** the “good struggle” (04).

**EMOTIONS:** emotional baggage (18); empathy and sympathy (24).

**ENGAGEMENT:** parents (06); visible signs of student engagement (23).

**EXPECTATIONS:** lowering hurts students and us (16).

**FAILURE:** underachieving (07); underperforming (15); faltering (22).

**FEAR:** of making mistakes (02).

**FEEDBACK:** when to poll students (36).

**FIRST DAY:** priority one (01).

**GRADES:** interfering with learning (05).
HIGH SATISFACTION: and high achievement (01).
INDEPENDENCE: self-assessment (03); student study skills (08).
INSTRUCTION: teacher competencies (34).
KNOWLEDGE: “depth of” framework (11); background (17).
LAST DAY: never too little, too late (31); end the year memorably (35).
LEADERSHIP: accountability isn’t one-way (13).
LEARNING DIFFICULTIES: developing study skills (08); making learning a priority (33).
LEARNING OWNERSHIP: make it their own (03).
LESSONS: complexity of (11).
MINDFULNESS: quieting busy minds (21).
MISTAKES: role in learning (02).
MOTIVATION: beyond grades (05); with underachievers (07).
MYTHS: about faltering students (22).
NEEDS: human wants are without limit (29).
PARENTS: engagement in child’s learning (06); dealing with difficult (18); building relationships (19); questions every parent asks (26).
PRIORITIES: teacher priorities, first day (01); student priorities, learning (33).
PROFESSIONAL GROWTH: counseling students (24); professional regrets (30).
RUMORS: who spreads them (12).
SILENCE: and mindfulness (21).
STRUGGLING STUDENTS: are trying (04).
STUDENTS: motivation (07); engagement (23); help them navigate change (27); teaching forgiveness (28); what they think (36).
STUDY SKILLS: student autonomy with (08).
SYMPATHY: and empathy (24).
TEACHING: competencies that matter (34).
TECHNOLOGY: and rumors (12).
THINKING SKILLS: framing problems (03).
TIME: never too late (31).
TRUST: begins with accountability (13).

ATTENTION: student attention spans (35).
BEHAVIOR: off-task and inappropriate (03).
BLOGGING: to keep parents up-to-date (07).
CLASSROOM LEADERSHIP: they must see your commitment (09).
CLIMATE AND CULTURE: eliminating negativity (24).
COLLABORATION: communication is key (06); setting a short time frame (06); defining the meeting topic (18); student projects (30).
COMMITMENT: teachers to students (09).
COMMUNICATION SKILLS: Socratic Circles (04); avoid “Yes but” (16); be more influential (28); group dialogue (35).

Tips

CREATIVITY: in building parent relationships (07).
CULTURE: supporting upset students (12).
DELEGATE: don’t be a super doer (09).
DISCIPLINE: encouraging positive behaviors (15); never double a punishment (27).
EMOTIONAL BAGGAGE: dealing with yours and others’ (08).
ENGAGEMENT: assessing engagement (23); free apps (23).
EQ: teaching students (12).
FEAR: students shouldn’t fear you (01).
FEEDBACK: and student relationships (01); ask
don’t tell (14); collecting student feedback (33).
FOLLOW UP: what to do next (02).
GRUMBLING: instead think “Why don’t I…?” (02).
INSTRUCTIONAL STRATEGIES: encouraging
questions (26).
LEADERSHIP: empowering students (09);
interviewing adult leaders (21).
MISTAKES: handling them respectfully (22).
MOTIVATION: beyond grades (05); means not
an end (17); three blunders (29).
NEGATIVITY: break patterns of (24); students
(29); “vibes” (36).
PARENT RELATIONSHIPS: sending the right
message (07); keeping a blog for (07); praising
their child (19); setting expectations (31).
PUNISHMENT: never double (27).
PURPOSE: clear purpose and leadership (09).
QUESTIONS: embracing (02).
RESPECT: don’t challenge the clock (10);
handling mistakes (22); students for themselves
(34).
SELF-ASSESSMENT: and pre-tests (11).
SPEAKING UP: in meetings (16).
STAFF RELATIONSHIPS: eliminating
emotional baggage (08); getting colleagues on
board (20); what isn’t said (32).
STRESS: pressure is not (24).
STUDENT MOTIVATION: beyond grades (05);
means not an end (17); three blunders (29).
STUDENT RELATIONSHIPS: avoid lose-lose
(13); messages we must send (25).
TIME FRAME: ridiculously short to motivate
(06).
TRANSITIONS: the right number of (24).
TRUST: be fair and firm (01); our commitment
to the school (09).
VLOGGING: start a video blog (04).

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**The Six Pillars of Professional Learning**

**2015-2016 LESSONS (VOLUME 47)**

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Short, practical tips are included on the back of every lesson of THE MASTER TEACHER Pd™ PROGRAM. These tips address twelve key topics and you'll find them on the following lessons in Volume 47.

| 1 | 13, 25 | Student Motivation |
| 2 | 14, 26 | Collaboration |
| 3 | 15, 27 | Parent Relationships |
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| 9 | 21, 33 | Student Relationships |
| 10 | 22, 34 | Instructional Strategies |
| 11 | 23, 35 | Discipline |
| 12 | 24, 36 | Communication Skills |
The Six Pillars of Professional Learning

The Master Teacher Pd™ Program is organized into six pillars that serve as the mainstay of the beliefs, attitudes, and behaviors that will help lift a teacher to the level of master teacher.

**Leadership**
Developing and supporting teachers to become leaders in the classroom and throughout the school is vital to closing the achievement gap and increasing learning for all students.

**Strategies**
Learning how and when to apply the right strategies with the right amount of vigilance to meet each student’s needs is a critical skill that requires consistent development and honing.

**Building Better Learners**
Building better learners is vital to students seeing themselves as their own best teachers. Teachers too must see learning through their students’ eyes if they expect students to seek out the feedback that leads to mastery.

**Climate and Culture**
Creating a positive, caring, respectful, and student-centered classroom and school begins with the teacher. Without the right climate and culture students will fail to achieve to their full potential.

**Assessment**
Implementing measures to assess student performance before, during, and after instruction is crucial to shaping it. Equally important is collecting information to help teachers diagnose, guide, and improve their teaching and sustain their skills.

**Growth**
Empowering teachers to become masters of their craft enables them to work with school staff more effectively, to find more success with parents, and most important, to change the lives of students.

For more information about implementing the Master Teacher Pd™ Program, please contact the Master Teacher®.

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