

YOUR PERSONAL LEARNING GUIDE TO

THE MASTER TEACHER'S

SECRETS

FOR

DEEPENING

LEARNING

for All Students

By the Authors of

THE MASTER TEACHER Weekly Pd PROGRAM

THE
MASTER TEACHER®

Develop · Support · Honor



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About The Author

Robert L. DeBruyn

Internationally known author and presenter, Robert L. DeBruyn, is the Founder of THE MASTER TEACHER, Inc. He has written for *THE MASTER TEACHER* publication since founding the organization in 1969. Over 1,500 issues and one half-billion copies of his weekly program of staff development have been sold—making him one of the most widely read educational authors in the world. Currently, *THE MASTER TEACHER Pd PROGRAM* is used by teachers and administrators in all fifty states, every province of Canada, and twenty-five other countries.

In addition, DeBruyn is a senior editor to *The Board*, a semimonthly training program for school board members. He was one of the creators of *NorthStar for Principals*, a monthly publication for principals, and *Galileo*, a monthly publication for superintendents. He has also authored and co-authored numerous books, including four prominent books on student behavior: *Before You Can Discipline, You Can Handle Them All, You Can Handle Them All...for Parents*, and *You Can Handle Them All: Bullying & Cyberbullying*; two influential books on educational leadership: *Causing Others to Want Your Leadership...for Administrators* and *Causing Others to Want Your Leadership...for Teachers*; and a leading book on teacher attitudes and traits: *Voices from the Field: What Is a Master Teacher?*

Tracey H. DeBruyn

Tracey H. DeBruyn is President and CEO of THE MASTER TEACHER, Inc. A graduate of Notre Dame, Ms. DeBruyn has an innate ability in public relations, written communication, and management. She serves as a consultant to educators and business people, as well as to lawyers, doctors, and other members of the health care profession. She is the author of *Leadership Vision* and *Professional Vision*, which are continuous programs of professional training read by managers and employees all over the country, *Preparing Students for the World of Work*, *Messages from Management*, and *The Power of the Song*. She is also the coauthor of *School Promotion, Publicity, & Public Relations...Nothing But Benefits*, *School Customer Service*, *Voices from the Field: What Is a Master Teacher*, and *You Can Handle Them All: Bullying and Cyberbullying Edition*.

James Rickabaugh, Ph.D.

Dr. Jim Rickabaugh currently serves as the Director of the Institute at CESA #1 in Wisconsin—an organization dedicated to the transformation of public education. He formerly served as Superintendent for Whitefish Bay Schools in Wisconsin and Superintendent for the Burnsville-Eagan-Savage School District in Minnesota. He also served as Midwest Regional President for Voyager Expanded Learning of Dallas, Texas. Dr. Rickabaugh was named Wisconsin Superintendent of the Year in 2008 and Minnesota Superintendent of the Year in 1996. He is also a contributing author for many publications for THE MASTER TEACHER—including *Galileo for Superintendents*, *The Board*, and *THE MASTER TEACHER Pd PROGRAM*.

Suzette Lovely, Ed.D.

Dr. Suzette Lovely is the Superintendent of the Carlsbad Unified School District in San Diego County in California. Prior to her appointment as Superintendent, Dr. Lovely served as a Deputy Superintendent and Assistant Superintendent in the Capistrano Unified and Placentia Yorba Linda School Districts in Southern

California. She has been in public education for 30 years as a teacher, assistant principal, principal, and director. Dr. Lovely is the author of three books and numerous journal articles. She has been part of The Master Teacher professional cadre since 2005.

Mary Devin, Ph.D.

Dr. Mary Devin is an Associate Professor at Kansas State University in the Department of Educational Leadership and serves as co-liaison for Leadership Academies. She is also the co-author of *Closing the Leadership Gap: How District and University Partnerships Shape Effective School Leaders*. She was superintendent of a very diverse, high-poverty district that became one of the highest academic performers in the state. Dr. Devin has received many awards including the 2007 Dan & Cheryl Yunk Award for outstanding career contributions as an administrator, the KASA Distinguished Service Award 2004, the Konza Uniserv Outstanding Administrator 2004, the USA Outstanding Service Award 2002, the Kansas Superintendent of the Year 1999, and the UCEA Excellence in Education Award 1997.

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Introduction

Many critics of our educational system have described it as being “a mile wide and an inch deep.” In other words, because of our desire to “cover it all” our students are not learning with enough depth to retain and apply what they learn. And without the ability to apply what they learn they will not be ready for either college or a career after high-school.

Yet, the problem goes deeper. Today there is so much knowledge available that it is impossible to learn it all in 12 short years of school. It will be impossible to learn it in a lifetime. Thus our goal as educators, to build life-long learners, is more important today than it has ever been. Our job is not only to teach students basic understandings, but to move them to a place where learning carries *deep* and *personal meaning*. That’s when we will have been successful in embedding learning as a lifetime desire.

To this end we are being compelled by our communities, school districts, and our nation to cause students to achieve greater growth and deeper learning in our classrooms. We feel this pressure intensely. It’s not that we weren’t trying to do that all along, but today the bar has officially been raised. In truth, the most significant factor in giving students a quality education is the classroom teacher. Therefore you, the teacher, must be sustained and nurtured. You will need to spend more time in the development process—for yourself—before you can deepen learning for students.

What you are now as a teacher, is only a fraction of what you could be. And students cannot go deeper into their own learning until you do. In addition, there needs to be increased joy and satisfaction in seeing what you can do. That’s why we have created *THE MASTER TEACHER’S Secrets for Deepening Learning for All Students*. We know there are thousands of strategies out there that will help. But there is a much smaller number that, if applied faithfully, will give you the leverage you are looking for as an educator. We have put together 32 of the best lessons of *THE MASTER TEACHER Pd PROGRAM* to address this pressing need. As with all *THE MASTER TEACHER* lessons you will be given volumes of information in manageable bite-sized doses. The book is not meant to be read in one long sitting. Instead, we want you to stop and record your reflections, practice what you are learning, and reflect again. This, we believe, will give you the deep learning you are yearning for.

Notes

how to create and maintain a respectful classroom and strongly believe all students can learn. However, in these teachers' classrooms, students believe their teachers care for them as individuals and hold a true appreciation for their individual differences. Such teachers *see* and *think* in terms of *individuals in a class* and know the classroom experience changes significantly when they do. In addition, highly successful teachers advocate for every student and the special individual characteristics that set their students apart. They know if every student truly believes the teacher is his or her advocate for the person he or she is right now, the student can have a life-changing experience—and so may the teacher.

Third, highly successful teachers, already passionate about the act of teaching, believe they must be passionate regarding the content they teach as well. Highly effective teachers love their content and have a burning desire for students to feel the same way. Their passion for subject matter is engaging and contagious and creates a desire in students to learn too.

Highly effective teachers believe that it is their responsibility to persist until all students learn.

Fourth, highly successful teachers believe that they need to recognize when different strategies are needed to teach different concepts. They feel strongly that it is their responsibility to see to it that students “get it.” And when students don’t, they recognize that it is time to adjust or change the way they are teaching, no matter how successful the same practices have been in the past. Because of this belief, highly effective teachers more readily modify lessons to achieve instructional goals, use a variety of instructional techniques to reach each learner, and employ a higher level of questioning skills.

The most highly successful teachers recognize that what worked one year with one group of students may not work this year with another group. They rise to the challenge, never placing blame on students for not learning. Rather, they see learning problems as opportunities for potential teaching breakthroughs if the right adjustments are made. These breakthroughs add up over a career to make these teachers even more successful with even more students.

Personal Learning Journal

This is your personal journal for deepening learning for all students. It focuses on a four-step learning process specifically designed to enhance lifetime learning. Every step is important. To actually acquire and remember knowledge, it's important to write what you learned as well as what you already knew. Likewise, it's essential to know what worked and didn't work—and to reflect. When reflection is followed by adjustments, that is, what you will do differently as well as when you will do it, long-term learning and improvement are enhanced.

As you use the personal journal, you will find that it not only serves you during your first year in education but can become your guidepost for the beginning of every school year throughout your career. Simply write your journal entry after reading each message, and apply what you've learned in the classroom.

I. Learning/Planning

a. What did I already know about this topic?

b. What did I learn that was new?

II. Action/Application

a. What did I do that worked?

b. What did I do that didn't work?

c. What did I *not do*—and what happened?

III. Reflection/Assessment

a. What will I do with what I've learned from my experience?

b. What do I still need to learn on this subject?

c. How can I get this information?

IV. Change/Adjustment

a. What will I do differently the next time?

b. When will I use what I've learned? (first day or week of school, before grade cards go out, etc.)

c. What impact do I think it will have on my students and/or colleagues?
