



## Posttests

The following posttests for **Volume 55** give participants an opportunity to earn Professional Development Points (PDPs) or Continuing Education Units (CEUs) and reflect on what they learned.

### **Directions:**

1. Copy and paste the posttest for the appropriate lesson out of this document.
2. Provide the questions to your staff and ask them to complete them after reading the selected lesson.
3. Staff members submit completed questions to the program administrator for review.

THE MASTER TEACHER recommends 0.5 credit for each posttest associated with an individual lesson.

By completing these posttests for all 36 lessons in a volume, the participant could earn up to 18 PDPs/CEUs (where 1 hour = 1 credit).

*The answer key for the Posttests is only available in the Leader's Guide.*

## **MTPd 55-01 The First Day Is For Storytelling**

**Objective:** In this lesson, the participant will learn how storytelling can help them connect with students in ways that are meaningful and memorable from their first day.

### **Posttest**

- 1. What question might occupy students' minds on the first day?**
  - a. Will I fit in?
  - b. Will I be successful?
  - c. Will my teacher be fair and ready to help if I stumble?
  - d. All of the options.
  
- 2. What is true of storytelling? (*Select all the correct answer options.*)**
  - a. It detracts from the sense of community in the classroom.
  - b. It serves to share what is important and document what we want to remember.
  - c. It makes it so students have a hard time focusing on the values we are trying to emphasize.
  - d. It conveys messages and meaning in ways that are memorable.
  
- 3. We can enhance the impact of our stories by \_\_\_\_\_. (*Select all the correct answer options.*)**
  - a. Making sure they present opportunities or invitations for listeners to connect.
  - b. Wording them to avoid stirring up strong emotions.
  - c. Being calm and even apathetic in our delivery to match students' level of enthusiasm.
  - d. Including clear and accessible actions for listeners to take.
  
- 4. When is it best to use storytelling?**
  - a. Only on the first day.
  - b. The first day and throughout the year.
  - c. The very first and very last days of the year.
  - d. Only at the end of the year.

## **MTPd 55-02 Compass Points To Guide The First Weeks Of School**

**Objective:** In this lesson, the participant will learn four important compass points to guide their teaching in the first weeks of school and lay the groundwork for a successful year.

### **Posttest**

- 1. What is NOT something to focus on when establishing compass points to guide instruction and learning early in the year?**
  - a. Finding out what skills students have mastered and can use without much support.
  - b. Developing learning skills and habits with students.
  - c. Covering the curriculum as quickly as possible.
  - d. Finding out about and filling students' gaps in learning.
  
- 2. Which type of assessment is likely to be most beneficial at this time of year?**
  - a. Formal, standardized assessments.
  - b. Adventure- or activity-based assessment experiences.
  - c. Rigid diagnostic activities.
  - d. No assessments at all—they aren't useful or needed early in the year.
  
- 3. What is true of setting aside time for students to interact, socialize, and get to know one another early in the year? (Select all the correct answer options.)**
  - a. Socializing early in the year is an important part of relationship and community building.
  - b. Socializing makes it impossible to build learning momentum and makes it so the class starts off on the wrong foot.
  - c. Students will find a way to socialize no matter what we do, so it's beneficial to give them permission to do so.
  - d. Class time early in the year is better spent learning routines and expectations—socializing can come later.
  
- 4. What is an important element of finding and establishing the best rhythm and pace for learning?**
  - a. Teaching daily routines.
  - b. Assessing our students' capacity to engage in learning and maintain learning pace.
  - c. Establishing behavior expectations.
  - d. All of the options.

## **MTPd 55-03 Make Every Interaction With A Student Count**

**Objective:** In this lesson, the participant will learn eight specific ways to make interactions with students positive and meaningful.

### **Posttest**

- 1. What should you do when you are uncertain or have doubts regarding what to say?**
  - a. Choose to listen and ask questions before you speak.
  - b. Be confident in assuming you know everything you need to know about the student or situation.
  - c. React to the situation instantly to avoid wasting any time.
  - d. All of the options.
  
- 2. What should you aim to do in every interaction with a student? (Select all the correct answer options.)**
  - a. End the conversation with a positive comment.
  - b. Focus on gaining a potential advantage.
  - c. Keep your complete focus on the conversation and the student.
  - d. Avoid worrying about making a good first impression.
  
- 3. What should you avoid in your interactions with students? (Select all the correct answer options.)**
  - a. Letting the student do a majority of the talking.
  - b. Prejudging the student based on their reputation.
  - c. Being aware of all the factors that can influence the student at any given moment.
  - d. Saying or indicating that you are in a hurry or are too busy for a conversation.
  
- 4. When interacting with a student, what should you keep in mind about the rest of the class?**
  - a. The rest of the class is watching, listening, and forming their own opinions.
  - b. Peers generally relate to and side with their peers.
  - c. The interaction can change how the rest of the class chooses to interact with you.
  - d. All of the options.

## **MTPd 55-04 The Power Of “I Can’t Succeed—Unless YOU Learn”**

**Objective:** In this lesson, the participant will learn why this statement—which is used by the best educators around the world—changes their perception of their work, the nature of their practice, and their relationships with learners for the better.

### **Posttest**

- 1. What does telling students that we cannot succeed as teachers unless they learn NOT do?**
  - a. Expand our role from presenter and evaluator to advocate and unwavering supporter.
  - b. Align our interests with our students’ interests.
  - c. Put us and students on opposing teams.
  - d. Place our professional skills, expertise, and efforts behind their success.
  
- 2. Which group of students is most likely to assume that we are NOT committed to helping them succeed?**
  - a. Those who usually get A’s but sometimes get B’s.
  - b. Those who have not experienced much success with formal education.
  - c. Those who often miss class for family vacations.
  - d. Those who are not particularly interested in the content of the class.
  
- 3. When we tell students that we will not be successful unless they are successful, it shows them we have confidence that \_\_\_\_\_. (Select all the correct answer options.)**
  - a. They have the ability to succeed.
  - b. They can do well on the next test without studying.
  - c. We will be able to teach them without putting in much effort.
  - d. We have the ability to help them succeed.
  
- 4. If we’ve taken the position that our success is intertwined with that of students, what becomes clear to students when we nudge them to do better?**
  - a. We enjoy pressing and pestering them.
  - b. We want to make their lives miserable.
  - c. We see more in their potential than they are showing.
  - d. We are willing to accept less than their best work.

## **MTPd 55-05 Barking And Biting Words Won't Persuade**

**Objective:** In this lesson, the participant will learn the keys to positive persuasion.

### **Posttest**

- 1. To successfully reach students with your message, what is a beneficial step to take? (Select all the correct answer options.)**
  - a. Rely completely on what you think you know about them.
  - b. Develop the habit of thinking like them.
  - c. Work to uncover their needs.
  - d. Make it unpleasant for them not to listen to you.
  
- 2. To facilitate student success in the classroom, what does a persuasive teacher explain?**
  - a. Their goals for students' learning.
  - b. Why students should do as they suggest, and how they might do so.
  - c. The new knowledge students will gain from doing as they suggest.
  - d. All of the options.
  
- 3. What is a good step to take to build students' ownership of their learning? (Select all the correct answer options.)**
  - a. Tell them, in detail, exactly what steps they should take.
  - b. Work on building their compliance.
  - c. Engage them in the process of discovery.
  - d. Help them develop learning capacity and commitment.
  
- 4. What is NOT a way to be persuasive with students?**
  - a. Give them frequent reminders about their grades.
  - b. Use motivational words and phrases while they are working.
  - c. Let them know how you feel about their potential and ability.
  - d. Be encouraging, patient, optimistic, and sincere during their successes and their failures.

## **MTPd 55-06 Earn Student Respect And Participation With Eight Actions**

**Objective:** In this lesson, the participant will learn eight actions that will cause students to respect them as a teacher and participate in class.

### **Posttest**

- 1. In order to win students over, what do they need to see and understand?**
  - a. How they will fit in and belong.
  - b. How they will benefit from learning what you are teaching.
  - c. How they will benefit from having you as their teacher.
  - d. All of the options.
  
- 2. What is necessary for the class to function effectively?**
  - a. Fairness.
  - b. Respect.
  - c. Communication.
  - d. All of the options.
  
- 3. What is NOT a helpful step for managing and encouraging individuals in the classroom?**
  - a. Encouraging friendships.
  - b. Sympathizing with the needs of each student.
  - c. Allowing personal preferences to disrupt learning.
  - d. Respecting different beliefs.
  
- 4. What is a beneficial way to think of the role of fun in learning, as well as incorporate it into the school day?**
  - a. The time to learn is during class, and the time for fun is only during recess or breaks between classes.
  - b. Having fun in the classroom should be the teacher's and the students' top priority.
  - c. It's good to have fun during class, but learning comes first and the class must stop and get back to work when you say it's time to do so.
  - d. It's best to let students have as much fun as they want during class and then decide for themselves when they are ready to get back to work.

## **MTPd 55-07 Remember: Engagement Only Opens The Door To Learning**

**Objective:** In this lesson, the participant will learn how to increase the likelihood that student engagement will lead to learning.

### **Posttest**

**1. What is NOT typically a result of student engagement?**

- a. Instruction is easier.
- b. There's an increased need to refocus and discipline students.
- c. Students are more motivated to learn.
- d. Students retain more of what they learn.

**2. What is NOT one of the forms of engagement mentioned in this lesson?**

- a. Cognitive.
- b. Emotional.
- c. Punitive.
- d. Behavioral.

**3. To help students learn after initially becoming engaged, what should we be clear about?**

- a. The purpose of learning what they are learning.
- b. The purpose of the activity they are completing.
- c. Why the purpose is worthy of their efforts.
- d. All of the options.

**4. Engagement is likely to remain highest and turn into learning when we:**

- a. Set clear goals with students regarding the learning in which we ask them to engage.
- b. Select and design learning activities that are aligned with intended learning outcomes.
- c. Set progress benchmarks with students that are aligned with learning goals and success criteria.
- d. All of the options.



## **MTPd 55-08 Eight Discipline Traps To Avoid**

**Objective:** In this lesson, the participant will learn to avoid eight discipline traps that are sure to trip up their management of behavior in the classroom.

### **Posttest**

- 1. What is true of the impact of misbehavior in the classroom?**
  - a. Many behaviors actually distract us more than they distract students.
  - b. When we take a close look, handling misbehavior doesn't take much of our time at all.
  - c. Handling misbehavior can be difficult, but it doesn't actually require much talent or skill.
  - d. All of the options.
  
- 2. To be as effective as possible in discipline situations, we should remember that:**
  - a. The behavior, not the student, is the biggest and most important part of the situation.
  - b. Small problems can and do become big ones if they are ignored and allowed to grow.
  - c. It's best to make a big deal out of behavior problems—even small ones.
  - d. All of the options.
  
- 3. What is likely to result from waiting too long to resolve a behavior issue?**
  - a. You'll lose your own professional confidence.
  - b. Students will misbehave even more.
  - c. You'll lose your credibility and the respect of students.
  - d. All of the options.
  
- 4. Should you always couple discipline with punishment, and why or why not?**
  - a. Yes—punishment enhances students' success in the classroom.
  - b. Yes—the best way for students to learn appropriate and acceptable behavior is through punishment.
  - c. No—sometimes simply drawing attention to the behavior is enough and a punishment is not warranted or appreciated.
  - d. No—it is never appropriate for students to be punished for their actions.

## **MTPd 55-09 Why Blaming Is A Dead-End Proposition**

**Objective:** In this lesson, the participant will learn why blaming is unproductive and what they can do about it if they have a tendency to blame.

### **Posttest**

**1. The root cause of blaming is usually:**

- a. Disgust.
- b. Fear.
- c. Melancholy.
- d. Anger.

**2. What happens when we refuse to blame? (Select all the correct answer options.)**

- a. We give up our personal power.
- b. We expand our insights and take action.
- c. We put ourselves in a position to look more closely at the cause of our problems.
- d. We present ourselves as a victim and experience anxiety.

**3. Casting blame is the easiest way to:**

- a. Avoid thinking about a problem.
- b. Find solutions to a problem.
- c. Get answers to our questions.
- d. See nuance in a situation.

**4. What is a helpful question to ask ourselves when working toward solutions? (Select all the correct answer options.)**

- a. Who made the initial mistake in this situation?
- b. Who can help me?
- c. Specifically, what problem needs to be solved?
- d. Why am I choosing to blame someone or something for this situation?

## **MTPd 55-10 Every Student Offers A Lesson We Need To Learn**

**Objective:** In this lesson, the participant will learn the importance of sometimes shifting their attention from the lessons they will teach students to the lessons students can teach them.

### **Posttest**

- 1. What might students teach you through their response to your instruction?**
  - a. The importance of compassion and patience.
  - b. How to break down and teach a particular skill.
  - c. The positive impact of believing in students and their capacity to succeed.
  - d. All of the options.
  
- 2. What is something to keep in mind about students' experiences and the stories they share?**
  - a. Students from middle class families will not be subject to abuse or neglect.
  - b. Students from families who struggle financially don't have loving, stable, supportive home lives.
  - c. The stories your students share reflect their perceptions and perspectives, not necessarily their literal life experiences.
  - d. All of the options.
  
- 3. What is true when it comes to searching for and discovering students' special gifts and talents? (*Select all the correct answer options.*)**
  - a. Students' gifts always relate directly to academic learning.
  - b. The act of searching for students' gifts helps them feel your interest and confidence.
  - c. Students' gifts may manifest in unacceptable behavior.
  - d. Some students simply don't have gifts or talents.
  
- 4. What is the most important action you can take when students tell you their hopes and dreams?**
  - a. Take the time to listen and accept their dream, even if it is the dream of the week.
  - b. Remind them that most dreams will never become a reality.
  - c. Nudge them to come up with a better dream.
  - d. Help them understand that their dream is too grand and unrealistic.

## **MTPd 55-11 How To Change Rules Or Practices That Aren't Working**

**Objective:** In this lesson, the participant will come to an understanding of *restorative justice* and how it can help create a better culture, greater understanding, and better relationships in the classroom.

### **Posttest**

- 1. When giving the class a do-over, what is NOT a helpful step?**
  - a. Making sure to put the blame on the right students.
  - b. Asking students what is getting in the way of their learning.
  - c. Really listening to what students have to say.
  - d. Asking students what actions they are willing to commit to in order to prevent unwanted blocks to learning.
  
- 2. Restorative justice goes beyond rulemaking to:**
  - a. Questioning the class about which rules have been broken, and by which students.
  - b. Writing the names of the offending students on the board.
  - c. Creating a culture that honors the uniqueness of each individual and each situation.
  - d. All of the options.
  
- 3. Which question is helpful in a restorative justice model?**
  - a. What happened and what were you thinking at the time?
  - b. Who has been harmed?
  - c. What needs to happen to make things as right as possible?
  - d. All of the options.
  
- 4. When students participate in coming up with solutions in the classroom, they will be:**
  - a. Less likely to listen to the teacher's input.
  - b. More faithful to those solutions.
  - c. More inclined to change their minds.
  - d. Less likely to own their role in problems.

## **MTPd 55-12 12 Six Keys To Getting Students To Do Their Best Work**

**Objective:** In this lesson, the participant will learn six actions that have been shown to make a significant difference in the quality of the work students produce.

### **Posttest**

#### **1. What should we keep in mind when assigning students purposeful work?**

- a. If we see the work as worthy, students will see it that way too.
- b. Grades are the most effective purpose for learning.
- c. Purposeful work taps what students value and see as worth pursuing.
- d. Students are motivated by preparing for standardized state assessments.

#### **2. How can we involve students in defining a quality work product?**

- a. Engage students in discussions about the specific qualities and characteristics that need to be present in quality products.
- b. Build rubrics and scoring guides that include input from students.
- c. Share examples from previous students and analyze dimensions of products that either represent high quality or fall short.
- d. All of the options.

#### **3. Excellence is:**

- a. A permanent condition.
- b. A far-fetched goal.
- c. A vicinity to strive for and stay in.
- d. A final destination to reach.

#### **4. How can we provide students with impactful feedback? (Select all the correct answer options.)**

- a. Frame feedback as an observation rather than a judgment.
- b. Wait as long as possible to give feedback to students.
- c. Position feedback as a conversation instead of a presentation.
- d. Make sure your comments are focused and actionable.

## **MTPd 55-13 Five Ways To Leverage Standards To Lift Learning**

**Objective:** In this lesson, the participant will learn five ways to use standards to make a positive difference in the learning of students.

### **Posttest**

- 1. Why is it beneficial to have standards? (Select all the correct answer options.)**
  - a. High standards always correlate to high test scores.
  - b. Standards tell us what level of learning and performance is expected.
  - c. Simply raising standards results in increases in student learning.
  - d. Standards help us understand the gap between current learning and performance and what is acceptable.
  
- 2. What is the effect of translating standards into student-friendly language? (Select all the correct answer options.)**
  - a. We make the standards easier to interpret and more likely to have a beneficial impact.
  - b. We prevent students from developing a deeper understanding of the material.
  - c. We help students understand how the standards relate to what they are learning.
  - d. We make it so students will never understand more professional, adult language.
  
- 3. What is NOT a beneficial way to use standards in the classroom?**
  - a. Use them to create a detailed plan for telling students exactly where and how they need to focus their attention and efforts.
  - b. Use them to guide the development of an authentic and purposeful curriculum that is rich and relevant.
  - c. Use them to drive the development of formative, interim, and summative assessments.
  - d. Use them as guideposts and benchmarks for progress in our feedback to students.
  
- 4. The impact of standards is highest when \_\_\_\_\_ are the primary "leveragers."**
  - a. Teachers.
  - b. Students.
  - c. Parents.
  - d. Administrators.

## **MTPd 55-14 A Student's View: Expectations That Matter**

**Objective:** In this lesson, the participant will come to a deeper understanding of what creates the conditions in which students can “receive” and believe in our high expectations of them.

### **Posttest**

- 1. What is a contributing factor in someone's expectations not making an impact on us?**
  - a. We may feel little connection to the person holding the expectations.
  - b. The expectations carry threats or consequences that arouse our resistance.
  - c. We may not feel that the person holding the expectations has our best interests in mind.
  - d. All of the options.
  
- 2. What is NOT true of our expectations?**
  - a. They are important, but they aren't actually necessary.
  - b. They are a difference-making force when applied thoughtfully and appropriately.
  - c. They play a key role in our relationships with students.
  - d. They can have a significant and lasting impact on student success.
  
- 3. What is NOT one of the elements of expectations that influence students?**
  - a. A caring and influential relationship.
  - b. A sense of our commitment to their success.
  - c. A high level of sternness in our tone when explaining.
  - d. A belief that we have confidence in their ability.
  
- 4. When guiding and supporting students, what should we focus on? (Select all the correct answer options.)**
  - a. Not distracting them with celebrations.
  - b. Giving them immediate answers to help them solve their problems.
  - c. Making sure they know we're always ready to coach, support, and offer wisdom.
  - d. Encouraging them to keep going.

## **MTPd 55-15 Adopt Bold Teacher Actions That Work**

**Objective:** In this lesson, the participant will learn strategies to be a bold leader in the classroom.

### **Posttest**

- 1. What is NOT something to keep in mind when addressing problems in the classroom?**
  - a. It's sometimes best to ignore the problem or to place the blame elsewhere.
  - b. You need to be respectful, considerate, honest, and consistent in your words and actions.
  - c. Students will hold you responsible for the results of the situation.
  - d. What you choose to do will have a positive, negative, or neutral impact.
  
- 2. Times of change, trouble, and a "new normal" are good opportunities to \_\_\_\_\_. (Select all the correct answer options.)**
  - a. Ruminates on how things might go wrong.
  - b. Takes the journey of learning *with* students.
  - c. Creates forward movement.
  - d. Double down on familiar routines.
  
- 3. Why is it imperative to be a lifelong learner and a bold learning leader?**
  - a. Information is doubling at a rate never known before.
  - b. The professional world is constantly changing.
  - c. Doing so opens the door to the largest number of choices and rewarding opportunities ever known.
  - d. All of the options.
  
- 4. What should be the main focus in the classroom?**
  - a. Moving quickly through the material.
  - b. Learning.
  - c. New opportunities.
  - d. Grades.



## **MTPd 55-16 Five Techniques To Calm Angry Students**

**Objective:** In this lesson, the participant will learn practical and workable strategies to handle students who are angry.

### **Posttest**

- 1. Which action is good for helping the angry student calm down? (Select all the correct answer options.)**
  - a. Disarming them by agreeing with something they say.
  - b. Having them stand up.
  - c. Having them sit down.
  - d. Disarming them by disagreeing with something they say.
  
- 2. What is a benefit of the *reiteration technique*?**
  - a. It shows the student that you aren't going to deny, argue with, or put down their issue.
  - b. It gives you a chance to buy time and gain a measure of control in the situation.
  - c. It makes it clear to the student that you aren't going to fight with them.
  - d. All of the options.
  
- 3. Why can it be beneficial to use the "*excuse me*" technique? (Select all the correct answer options.)**
  - a. It shows the student that you know exactly why they are mad at you.
  - b. It allows the student to reconsider what they said.
  - c. It helps the student lose some steam.
  - d. It gives the student a chance to look assertive in front of their peers.
  
- 4. When defusing a situation with an angry student, what's something you can focus on LATER?**
  - a. Keeping yourself calm.
  - b. Calming the student down.
  - c. Resolving the problem that's causing the anger.
  - d. All of the options.

## **MTPd 55-17 Twenty-Five Ways To Say "Job Well Done"**

**Objective:** In this lesson, the participant will learn 25 ways to make their students' days.

### **Posttest**

**1. Why is it important to say "good job" and be able to do so in a variety of ways? (Select all the correct answer options.)**

- a. The more we take the time to notice and comment on student effort, the better they are prone to do.
- b. Recognizing students motivates them and can make their day.
- c. Being able to come up with different expressions of appreciation allows us to show off how eloquent we are.
- d. If we say the same thing to each student, our words won't have the impact we desire.

**2. What is NOT one of the recommended things to praise students for?**

- a. Doing well on a test.
- b. Having a persistent attitude.
- c. Giving thoughtful answers during a discussion.
- d. Being quick to loudly express disagreement.

**3. Our praise is more effective when we \_\_\_\_\_. (Select all the correct answer options.)**

- a. Praise the whole class at the same time.
- b. Praise individual students.
- c. Keep our statements of praise as short as possible.
- d. Make our statements of praise specific.

**4. What is important to remember when trying to motivate students? (Select all the correct answer options.)**

- a. They are motivated by having a measure of success.
- b. Their shortcomings and failures can be especially motivational.
- c. Some students simply can't be motivated.
- d. They need to understand how the class content is important and beneficial to them.

## **MTPd 55-18 Six Strategies For Engaging Aggressive Parents**

**Objective:** In this lesson, the participant will learn strategies that will make them more confident and successful with aggressive parents.

### **Posttest**

- 1. Which kind of parents tend to come with a foundation of trust and an inclination to collaborate? (Select all the correct answer options.)**
  - a. Parents who defer to educators to make the best decisions regarding their children's learning and education.
  - b. Parents who take an assertive approach in advocating for opportunities and supports they believe their children should be offered.
  - c. Parents who take a confrontational, demanding, and aggressive approach in their engagement with educators.
  - d. Parents who like to discuss their issues and ideas with principals instead of educators.
  
- 2. What is the best arrangement for a meeting with a parent whom you expect to be aggressive? (Select all the correct answer options.)**
  - a. Have the conversation standing up.
  - b. Position yourself directly opposite from the parent.
  - c. Position yourself and the parent at a 90-degree angle or in a side-by-side position.
  - d. Have the conversation sitting down.
  
- 3. When having a conversation with the parent, what should you make sure to do? (Select all the correct answer options.)**
  - a. Interrupt the parent to make sure they give you all the important details.
  - b. Recognize and respect the emotions the parent is communicating.
  - c. Allow yourself to feel and express any strong emotions or reactions you have.
  - d. Consistently bring the conversation back to the child and the child's best interests.
  
- 4. When finding solutions, what is NOT something you should do?**
  - a. Integrate elements of the parent's concern or perspective into the plan of action.
  - b. Point out overlap and synergy between what you see as needing to be done and the parent's perspective on the situation.
  - c. Find the best solution possible, even if it means making a deal that you would not or could not make for other students.
  - d. Offer creative solutions that show the parent there is more than one way to solve the problem.

## **MTPd 55-19 Productive Teacher Responses To Student Failure**

**Objective:** In this lesson, the participant will learn strategies for helping students through several types of failure.

### **Posttest**

**1. What is a common type of failure?**

- a. Failure characterized by mild frustration.
- b. Failure where the student tries hard but still often fails.
- c. Chronic failure.
- d. All of the options.

**2. With the strategy of *productive failure*, teachers \_\_\_\_\_. (Select all the correct answer options.)**

- a. Give thorough guidance up front.
- b. Give minimal guidance up front.
- c. Help students step by step.
- d. Allow students to get a little "lost."

**3. Some students try hard but still often fail. Will studying help these students succeed, and if so, how much time each night should they dedicate to studying?**

- a. Studying will not help these students.
- b. Just one 15-20 minute study session will be enough.
- c. These students should have multiple study sessions that are 20-30 minutes in length (with breaks between sessions).
- d. These students do their best studying in sessions that last an hour.

**4. What should you keep in mind when meeting with a student who has a chronic history of failure?**

- a. It's most effective to plan for small gains and gradual improvement instead of huge steps and drastic improvement.
- b. Your biggest focus should be on improving the student's grade(s).
- c. Laziness is the student's biggest issue and the reason for their history of failure.
- d. It's best to meet with the student in a group of other students so no one feels singled out.

## **MTPd 55-20 A Whole Team Effort To Counter Pessimism**

**Objective:** In this lesson, the participant will learn why pessimistic teams fail and what they can do to counter pessimism within the school team.

### **Posttest**

- 1. What can happen if pessimism in the teaching staff goes unchecked?**
  - a. The pessimism can easily spread from a few negative team members and dominate team thinking and action.
  - b. The team won't want to go after big goals because the members will think the risks will outweigh the benefits.
  - c. The team will tend to undervalue individual strengths and instead focus on flaws and weaknesses.
  - d. All of the options.
  
- 2. What is a helpful strategy for trying to create a more positive team? (Select all the correct answer options.)**
  - a. Talk to negative colleagues to express your thanks for their cautions but gently let them know how their negativity affects the team.
  - b. Take note of how negative or positive colleagues are and challenge yourself to be more positive than all of them.
  - c. Remind negative team members that their pessimism is an easy habit to break.
  - d. Team up with positive colleagues and support one another in meetings with the goal of moving conversations in a more positive direction.
  
- 3. What is the best approach for creating goals and expectations with the team?**
  - a. Don't create any goals at all until the team has become more positive.
  - b. Set realistic expectations, celebrate small wins, and then increase goals slowly.
  - c. Set manageable goals and don't waste any time dwelling on what could go wrong.
  - d. Help the team see your grand visions and get on board with making big goals.
  
- 4. When pessimistic viewpoints are voiced, how can you most effectively help the group move forward?**
  - a. Listen to the warnings and abandon all parts of the original plan or goal.
  - b. Ignore the pessimism and remind the team that progress can only be made if you stick with the more optimistic viewpoint.
  - c. Ask the group to brainstorm and plan for ways to prepare everyone practically and emotionally for times when things go wrong.
  - d. Take an inventory of what has gone wrong in the past month to help weigh the pros and cons of following through with the current plan.

## **MTPd 55-21 Three Ways to Capture Important But Hidden Learning**

**Objective:** In this lesson, the participant will learn how to capture learning that is beyond their instruction and missed in assessments.

### **Posttest**

- 1. What is true of students' ability and desire to learn beyond our lessons? (Select all the correct answer options.)**
  - a. Students often become interested in topics of study that stimulate learning beyond the scope of planned study.
  - b. No student wants to spend any more time learning than they already have to in school.
  - c. Students won't truly understand or learn something until we explain it to them.
  - d. Some students deeply learn what we teach and then build knowledge and skills that go even further.
  
- 2. What is an example of how a student might gain incidental learning? (Select all the correct answer options.)**
  - a. Looking through the provided study guide.
  - b. Overhearing a conversation.
  - c. Having a family discussion.
  - d. Listening while the teacher instructs.
  
- 3. What is significant about asking students what they know now that they did not know before studying the topic or skill? (Select all the correct answer options.)**
  - a. It invites students to reflect on what they have learned, not just information for which they are accountable.
  - b. It invites students to engage in a process that helps them recognize and organize what they have learned, which increases recall.
  - c. It goes to the heart of our purpose with students: learning.
  - d. It rewards students who started the unit with a lot of background knowledge about the topic.
  
- 4. What is true of incidental and other unplanned learning? (Select all the correct answer options.)**
  - a. It is useful in school, but students won't need it in the future.
  - b. It has value.
  - c. It reflects legitimate academic progress.
  - d. It is worthy of respect.

## **MTPd 55-22 Ways To Fight Feeling Overwhelmed**

**Objective:** In this lesson, the participant will learn five practical ways to keep feelings of being overwhelmed in check.

### **Posttest**

- 1. What is true about feeling overwhelmed? (Select all the correct answer options.)**
  - a. It's not evidence of a flaw, fault, or failure.
  - b. Anxious people tend to be the only ones who get overwhelmed.
  - c. There are steps we can take to fight and overcome feelings of being overwhelmed.
  - d. We can usually control the situations we face and prevent ourselves from becoming overwhelmed in the first place.
  
- 2. When feeling overwhelmed, what should you focus on first?**
  - a. Keeping yourself on top of all of your tasks and projects—don't stop tackling them.
  - b. Making progress on your larger projects—don't worry about the small tasks for now.
  - c. Keeping up with your smaller tasks—don't worry about the larger projects.
  - d. Pausing your work on any and all tasks and projects for a short time so you can be yourself and gain some perspective.
  
- 3. What is a helpful question to ask when trying to find a fresh and productive perspective?**
  - a. "What's really at stake?"
  - b. "Who might help me see the situation better or at least differently?"
  - c. "What are the potential implications of what is troubling me?"
  - d. All of the options.
  
- 4. What is NOT a helpful strategy for fighting feelings of being overwhelmed?**
  - a. Break down tasks into smaller steps and create a list to become organized.
  - b. Identify the things that are outside of your control and focus on those.
  - c. Remind yourself that you *do* have the wherewithal to find the answers you need.
  - d. Recognize, question, and test assumptions you have about what or who is overwhelming you.

## **MTPd 55-23 Eight Common Classroom Practices To Abandon—Now**

**Objective:** In this lesson, the participant will learn why to abandon certain common teaching practices.

### **Posttest**

- 1. What is true when it comes to setting the pace for instruction and learning? (Select all the correct answer options.)**
  - a. The pace of learning typically varies among students.
  - b. Students learn well on pre-set schedules.
  - c. Pacing guides can provide general guidance for instructional planning.
  - d. Strict adherence to pacing guides limits the flexibility needed to maximize learning.
  
- 2. What is NOT true of timed tests?**
  - a. They can measure automaticity for some students.
  - b. The associated pressure can make them very accurate measures of what students really know.
  - c. They tend to measure quick thinking.
  - d. They can fall short of measuring learning progress.
  
- 3. What should we keep in mind about fast learners and slower learners? (Select all the correct answer options.)**
  - a. Fast learners do not tend to be good memorizers.
  - b. Slower learners tend to reach only a surface-level understanding of the information.
  - c. Slower learners may retain what they learn longer.
  - d. Fast learners can forget information as quickly as they absorb it.
  
- 4. Progressive consequences, behavior charts, and other similar approaches tend to work best with students who:**
  - a. Are already compliant.
  - b. Feel disconnected.
  - c. Lack the skills and habits of self-regulation.
  - d. Seek constant attention.



## **MTPd 55-24 Five Strategies To Get More Students To Ask Questions**

**Objective:** In this lesson, the participant will learn how to employ five strategies that will cause students to ask more questions.

### **Posttest**

- 1. What can we learn from the questions students ask?**
  - a. If they understand what they are learning and are ready to move forward.
  - b. Their emotions, whether worry and stress or excitement and confidence.
  - c. If they have any uncertainty, confusion, or misconceptions.
  - d. All of the options.
  
- 2. What do students need in order to be more willing to ask questions?**
  - a. They need to feel safe and free from emotional attack.
  - b. They need to feel our respect for their thoughts, opinions, and concerns.
  - c. They need to feel confident that we are ready and willing to listen.
  - d. All of the options.
  
- 3. What is likely to happen when we are patient and allow time for students to frame and present significant questions?**
  - a. The questions will come easier and be more substantial.
  - b. Students will grow even more reluctant to ask questions.
  - c. Students will come up with sillier and sillier questions.
  - d. The questions will show that students are starting to become impatient.
  
- 4. What is a NOT one of the recommended strategies for helping students who may be reluctant or shy about asking questions?**
  - a. Offer students a piece of candy for each question they ask so they have more of an incentive to come up with questions.
  - b. Have students ask their questions to a partner or in a small group so the conversation isn't quite as public.
  - c. Provide students with sentence stems and starters to reduce hesitation, because they are only completing the questions, not starting them.
  - d. Utilize applications such as Padlet so students can post their questions instead of having to worry about asking them orally.

## **MTPd 55-25 When Learning Requires Heavy Lifting**

**Objective:** In this lesson, the participant will learn how to employ and teach the concept of *deliberate practice* to students.

### **Posttest**

- 1. Which option best describes the goal of deliberate practice?**
  - a. Doing repetitions for automaticity.
  - b. Putting in quality practice for skill improvement.
  - c. Relying on natural talent.
  - d. Putting in as much time as possible.
  
- 2. To make deliberate practice effective, what do we need to be clear about with students? (Select all the correct answer options.)**
  - a. What exactly will be involved in the learning process and what challenges they will face.
  - b. The benefits the learning and practice will generate.
  - c. The exact number of times they need to repeat their practice.
  - d. How many extra credit points they will get for practicing.
  
- 3. What do goals allow us to do?**
  - a. Track progress.
  - b. Create learning paths.
  - c. Define the ultimate outcome.
  - d. All of the options.
  
- 4. How can timely and specific feedback affect students' practice and progress?**
  - a. It invites mistakes that students will repeat.
  - b. It gives students key insights, guidance, and progress reinforcement.
  - c. It leads to misunderstandings that are hard to correct.
  - d. It can create bad habits that will hinder students in the future.

## **MTPd 55-26 Handling An Overly Aggressive Student**

**Objective:** In this lesson, the participant will learn what needs the overly aggressive student is trying to fill, as well as strategies for managing their behavior.

### **Posttest**

**1. The primary causes of overly aggressive behavior are usually a need for \_\_\_\_\_ and/or \_\_\_\_\_.**

- a. self-confidence; revenge
- b. attention; ingenuity
- c. humility; patience
- d. power; privacy

**2. What is a step for successfully interacting with an overly aggressive student?**

- a. Don't be aggressive or threatening in return.
- b. Work to develop a relationship rather than an unpleasant association.
- c. Don't get upset when the student tests and pushes you—just keep interacting with them.
- d. All of the options.

**3. What is an effective action to take in a private conference with an overly aggressive student? (Select all the correct answer options.)**

- a. Discuss how the behavior can impact others in positive ways.
- b. Find out the cause of the student's behavior.
- c. Make a promise about how you will help the student.
- d. Generalize instead of talking specifics.

**4. What is a good strategy for helping an overly aggressive student change their behavior?**

- a. Return the student's bad manners and behavior.
- b. Reinforce any positive behavior change.
- c. Refrain from contacting the student's parents.
- d. All of the options.

## **MTPd 55-27 Avoid Six Behaviors That Push Students Away**

**Objective:** In this lesson, the participant will learn about six behaviors that are known to push students away.

### **Posttest**

#### **1. What tends to be the effect of being moody?**

- a. People will avoid you because they don't know what kind of mood you'll be in when they approach you.
- b. People will be more drawn to you because they can relate to your moodiness.
- c. People aren't impacted by the moods of others, so they will go about their business like usual.
- d. People will have mixed reactions—younger people will be more drawn to you, but older people will want to avoid you.

#### **2. What is NOT an action or trait that will draw students to you?**

- a. Using manners with them.
- b. Being aloof.
- c. Listening to them.
- d. Being able to laugh at yourself.

#### **3. What is true of blaming?**

- a. It's something that highly likeable and successful people do.
- b. It's an easy behavior to change.
- c. People don't trust blamers and are prone to believe they won't take responsibility.
- d. Blamers tend to be very self-reflective and recognize the behavior in themselves.

#### **4. What is crucial for our success and satisfaction as teachers?**

- a. Knowing who to blame.
- b. Ignoring our flaws and accepting ourselves for who we are.
- c. Getting along with a wide range of young people.
- d. Keeping our distance from colleagues.

## **MTPd 55-28 Five Learning Strategies to Teach Yet This Year**

**Objective:** In this lesson, the participant will learn five strategies to make the most of the time they have left with students.

### **Posttest**

- 1. As we approach the end of the school year, which strategy will be most effective for helping students learn what they need to know?**
  - a. Speed up the pace of instruction, which will also increase students' rate, depth, and recall of learning.
  - b. Maintain the current pace of instruction and don't worry about the content and skills you don't manage to cover.
  - c. Focus on building students' learning strategies to help them learn more now while also becoming better learners.
  - d. Make sure students are exposed and introduced to what you don't manage to cover so they won't be behind at the beginning of next year.
  
- 2. What is a recommended strategy for helping students learn more deeply?**
  - a. Coach them to have one long study session per night in which they engage in a lot of repetitions.
  - b. Encourage them to study multiple related skills and concepts during the same study session.
  - c. Focus solely on one application of a new concept or skill in each class period.
  - d. All of the options.
  
- 3. What is true of the practice of self-testing?**
  - a. It's been shown to be more effective than simply reviewing and rereading content.
  - b. It can help students diagnose areas in need of strengthening.
  - c. It helps students determine priority areas for focus and practice.
  - d. All of the options.
  
- 4. How can we help students retain information longer? (Select all the correct answer options.)**
  - a. Direct their main focus to passing the test without worrying about their overall grade in the class.
  - b. Help them understand that as long as they earn and maintain a high grade in the class, they will be able to remember everything they need to know.
  - c. Periodically return to previously learned content for review and application, even after administering tests and issuing grades.
  - d. Help them see purpose in and gain value from their learning beyond grades and tests.

## **MTPd 55-29 Authenticity And Conviction: Your Communication Advantage**

**Objective:** In this lesson, the participant will learn why authenticity and conviction give them a communication advantage.

### **Posttest**

**1. What tends to truly make us want to listen to someone?**

- a. Their ability to string words together eloquently.
- b. The emotion and clarity with which they deliver their words.
- c. How much jargon they use.
- d. The length of time they are able to speak for.

**2. What is NOT true of how authentic people communicate?**

- a. They speak confidently in terms that others understand.
- b. They feel responsible for how their words "land."
- c. They make their message exciting by entertaining rumors and engaging in gossip.
- d. They listen more than they speak to better understand their audience.

**3. What is true of how conviction affects us and others?**

- a. Having conviction makes us confident.
- b. The strength of our conviction and the emotion with which we convey our words create certainty for others.
- c. Others' conviction causes us to clarify our own beliefs and makes our journey more sure-footed.
- d. All of the options.

**4. People who speak with both authenticity and conviction:**

- a. Share opinions without facts.
- b. Say words without accompanying those words with action.
- c. Communicate what they think is right without being self-serving.
- d. Convey emotions without true passion.

## **MTPd 55-30 Ways To Prevent Unacceptable Behaviors In The Final Weeks**

**Objective:** In this lesson, the participant will learn eight ways to keep unacceptable behavior under control as the school year comes to a close.

### **Posttest**

- 1. The end of the school year signals significant changes in students' lives, which can lead to an increase in the frequency of misbehavior. Something that may be about to end is:**
  - a. The assurance of regular meals.
  - b. Regular connections with friends.
  - c. Consistent adult contact.
  - d. All of the options.
  
- 2. Which action can get in the way of effectively handling misbehavior?**
  - a. Immediately directing that minor misbehavior must stop.
  - b. Publicly correcting small infractions.
  - c. Making behavioral demands that aren't completely necessary.
  - d. All of the options
  
- 3. What can be the effect of offering a general observational statement when certain students haven't complied with a previously given direction?**
  - a. It gives them a chance to comply without stimulating them to escalate the situation.
  - b. It doesn't give them enough time to follow through.
  - c. It risks them becoming embarrassed in front of their classmates.
  - d. It can make them more likely to defy authority.
  
- 4. In our attitudes and actions with students, what is NOT something we should be?**
  - a. Accusatory.
  - b. Clear.
  - c. Inquisitive.
  - d. Consistent.

## **MTPd 55-31 Six Secrets For A Positive Outlook In Tough Times**

**Objective:** In this lesson, the participant will learn simple ways to stay positive, even when it's difficult.

### **Posttest**

- 1. When it comes to interactions and relationships with others, what is true of attitudes? (Select all the correct answer options.)**
  - a. Your mood and outlook tend to be influenced by those around you.
  - b. The more time you spend with optimistic, caring people, the better you will tend to feel.
  - c. You will generally feel more comfortable with pessimistic, negative people.
  - d. No matter how positive you actually feel, others will usually perceive your positivity as fake.
  
- 2. What is NOT true of what you can control in difficult situations?**
  - a. You can control how you interpret what happens.
  - b. You can control all the variables of what happens.
  - c. You can control your response to what happens.
  - d. You can control how others react to what happens.
  
- 3. When you choose to become involved in what is important to you, you move from feeling helpless to:**
  - a. Exhausted.
  - b. Apathetic.
  - c. Empowered.
  - d. Incapable.
  
- 4. What is a recommended mindset to have when things don't seem to be working out? (Select all the correct answer options.)**
  - a. "I haven't learned this yet, but I will."
  - b. "If I choose to find the positive, I will find it."
  - c. "It is simply not possible for me to become good at this skill."
  - d. "Everything is wrong, and there is nothing I can do."



## **MTPd 55-32 Five Things For Which You'll Be Remembered Most**

**Objective:** In this lesson, the participant will learn five things students are looking for and noticing in their most valued teacher.

### **Posttest**

- 1. In the long term, what will count the most in our work with students?**
  - a. Having every answer.
  - b. How well we manage our classroom routines.
  - c. Readyng every student to be assessed.
  - d. How we engage students as we address these and other challenges.
  
- 2. Students want to be known for:**
  - a. Who they were last year.
  - b. Being a member of the class.
  - c. Who they are.
  - d. Being a student in the district.
  
- 3. How can we communicate our confidence in students?**
  - a. Through our words.
  - b. Through our attitude.
  - c. Through our persistence on their behalf.
  - d. All of the options.
  
- 4. What is NOT true of what will happen when we give students experiences in which they have a hand and feel responsibility?**
  - a. It can stimulate passion.
  - b. It will build confidence.
  - c. It will diminish their feelings of ownership.
  - d. It can uncover a talent to be developed.

## **MTPd 55-33 When Change Comes Calling, You Have Four Choices**

**Objective:** In this lesson, the participant will explore four choices in response to change that will affect their success in navigating it.

### **Posttest**

- 1. What is NOT something we do when we choose *accommodation* as our response to change?**
  - a. Ask ourselves what we need to learn.
  - b. Hone our current skills.
  - c. Reinforce our go-to practices.
  - d. Rely on tried-and-true approaches.
  
- 2. The *adjustment* approach involves:**
  - a. Relying only on our current practices.
  - b. Broadening our focus to employ the full range of strategies we possess.
  - c. Anticipating changes that might happen.
  - d. Focusing on creating certainty, stability, and predictability.
  
- 3. When we choose to *adapt*, what do we open ourselves to?**
  - a. Learning new strategies.
  - b. Creating new approaches.
  - c. Adopting new tools.
  - d. All of the options.
  
- 4. What is likely to be the result of choosing *anticipation* as our response?**
  - a. We will be able to look forward and leverage change as an opportunity.
  - b. We will be reactive to change rather than proactive.
  - c. We will be able to control our circumstances and reduce the need for change.
  - d. We will be less able to thrive during uncertain and unpredictable times.

## **MTPd 55-34 "Yes" Is A Magical Word For Learning**

**Objective:** In this lesson, the participant will learn why the word "yes" is so powerful and the many different scenarios in which to use it.

### **Posttest**

- 1. What is generally NOT true of our experience with the word "yes"?**
  - a. It is pleasant to our ears.
  - b. It gets in the way of finding success.
  - c. It helps us generate good relationships.
  - d. It is highly motivational.
  
- 2. When it comes to student growth, what should we say "yes" to?**
  - a. Celebrating big and small gains in learning.
  - b. Taking risks.
  - c. Learning from mistakes.
  - d. All of the options.
  
- 3. In our work as teachers, what should we NOT say "yes" to?**
  - a. Developing a relationship with each student that will maximize their knowledge and strengths.
  - b. Keeping good test scores as your number one priority and primary objective.
  - c. Adding interest and enthusiasm to every class and every lesson.
  - d. Helping students answer the question, "What's in learning for me?"
  
- 4. What is accurate about using the word "no"?**
  - a. It's a word that students usually want to hear.
  - b. The more we use it, the better we are positioned to reach and teach young people.
  - c. We do need to use it when necessary.
  - d. All of the options.

## **MTPd 55-35 Learning Is A Growth Industry**

**Objective:** In this lesson, the participant will learn how to shift teaching practices to more fully prepare students for their workplace future.

### **Posttest**

- 1. What is a skill that students will need in the workplace of the future?**
  - a. Critically assessing the quality and veracity of information.
  - b. Interpreting search results.
  - c. Making ethical judgments about how they use information.
  - d. All of the options.
  
- 2. When a teacher becomes a “meddler in the middle,” what do they focus on doing?**
  - a. Lecturing while students listen and take notes.
  - b. Learning alongside students and asking questions to grow and expand their learning.
  - c. Coming to students’ rescue at the first sign of struggle.
  - d. Observing students while they work quietly.
  
- 3. What is true of learning with others?**
  - a. Learning is very rarely a social process.
  - b. Learning with others mirrors the way professionals learn and collaborate in the workplace.
  - c. Learning with others leads to worse outcomes than individual learning.
  - d. All of the options.
  
- 4. What is NOT one of the recommended ways to focus on lifelong learning and prepare students for the real world?**
  - a. Rewrite every activity in your lesson plans to focus more on using technology.
  - b. Blur traditional curriculum boundaries.
  - c. Shift the focus from “here are things to remember” to “here’s a problem to solve.”
  - d. Use collaborative learning repeatedly in the classroom.

## **MTPd 55-36 A Closing Message: Build Student Hope And Confidence**

**Objective:** In this lesson, the participant will consider some ideas and insights students need to hear in their final days of school.

### **Posttest**

- 1. What is a benefit of reminding students to regularly recall and recount their successes?**
  - a. It helps students counter negative, confidence-undermining narratives.
  - b. Students will become more successful, because success builds on success.
  - c. Students' confidence will grow as they feel successful.
  - d. All of the options.
  
- 2. What is NOT something we should tell students? (Select all the correct answer options.)**
  - a. Effort and occasional struggle are important for their learning.
  - b. They should compare themselves and their performance to others.
  - c. What matters most is who approves of them.
  - d. While school will end, learning is for life.
  
- 3. What should we tell students about their learning approaches? (Select all the correct answer options.)**
  - a. They should use the approach that the majority of their peers are using.
  - b. They should continue to find and practice approaches that work for them.
  - c. They should embrace the ways they learn best.
  - d. They should accept that the teacher's approach is always the best approach.
  
- 4. What is true of how we experience life?**
  - a. No stage of life has both gifts and delights AND challenges and heartaches.
  - b. The early stages of life have gifts and delights, while the later stages have challenges and heartaches.
  - c. The early stages of life have challenges and heartaches, while the later stages have gifts and delights.
  - d. Every stage of life will have its gifts and delights and its challenges and heartaches.