



## **Volume 42 – The Master Teacher Pd Program**

### **Months #1 - #9: Additional Questions that can be used for credit**

*As a building/district you can determine the credit that should be made available to your staff for completion of part or all of these questions. We recommend 0.5 credit for reading each module and completing the multiple choice questions, and an additional 0.5 credit for completing the Knowledge and Application questions. Below you'll find both types of questions, with an asterisk (\*) marking the correct answer for the multiple choice questions.*

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#### **MT 42-L1 Make Sure Students See These Top Ten In You**

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**Objective:** In this module, the participant will learn the characteristics that the most effective teachers possess and strive to perfect.

#### **MT 42-L1 Test Module**

- Which of the following is NOT true about the 10 characteristics in this module?
  - They set the stage for everything a teacher does daily in his or her classroom.
  - They are compiled from characteristics that parents said were most important. \*
  - They must be present before the strategies and techniques teachers employ have maximum impact.
  - Without these characteristics, a teacher's success will be limited.
- The environment that enhances student learning:
  - Has a teacher who recognizes and responds to individual needs and interests.
  - Fosters and maintains the respect of students.
  - Functions well.
  - All of the options. \*
- Highly effective teachers:
  - Have high expectations for themselves for being exemplary.
  - Believe their teaching is affected by both their attitude and their skills.
  - Understand the power of their influence and believe they teach through their actions and non-actions.
  - All of the options. \*
- The ten characteristics described in this module are:
  - More skill-based than belief-based.
  - The ones colleagues in the field say are important. \*
  - Found only in seasoned veterans. \*
  - Important but not central to the success of a teacher.

## Knowledge and Application Questions

1. If a teacher doesn't believe that all students can learn, can he or she be truly effective?
2. In what ways can you teach students the value of working hard?
3. Review the list of ten characteristics of highly effective teachers. Which three characteristics do you believe are most important? Why do you think so?
4. Do you believe that teaching is a calling? Why or why not? What difference does it make?
5. How will you ensure that your students see these ten characteristics in you as you begin a new school year?

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### MT 42-S1 A Recipe For A Respectful Classroom

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**Objective:** In this module, the participant will learn four vital strategies for achieving a respectful classroom.

#### MT 42-S1 Test Module

1. Which belief is NOT a part of the respect recipe?
  - a. Students should respect us, because we are their teacher. \*
  - b. The atmosphere in the classroom is set and directed by the teacher.
  - c. Students deserve the teacher's respect and it must come first.
  - d. All students can learn.
2. Which action demonstrates our respect for students?
  - a. High expectations.
  - b. Statements of belief in their abilities.
  - c. Recognition of individual differences.
  - d. All of the options. \*
3. The respectful classroom causes students to:
  - a. Safeguard it and the teacher.
  - b. Demonstrate increased intellectual striving and curiosity.
  - c. Have more confidence.
  - d. All of the options. \*
4. Which is NOT true about demonstrating that we are learning continually, including learning from students?
  - a. It diminishes students' respect for our knowledge. \*
  - b. It enables us to hold even higher expectations of students.
  - c. It validates students' learning efforts.
  - d. It makes the classroom a more exciting place.

## Knowledge and Application Questions

1. In what ways can you honor intellectual diversity in your classroom so as to generate respect and reinforce and motivate intellectual striving?
2. In what ways can you plan for better classroom management so that you are better able to adapt, improvise, and adjust to new or unfamiliar situations?
3. How does the creation of a "respectful classroom" foster student learning? What challenges do teachers and students face when respect is not present?

4. How do you show each student that he or she is special in your eyes? How might you strengthen this aspect of your relationship with students?
5. How do you show students that you are a life-long learner? What have you learned recently that will make you a more effective teacher? How do you plan to utilize your new learning?

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### **MT 42-A1 Effective Assessment Is A Process, Not A Test**

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**Objective:** In this module, the participant will learn why effective assessment involves more than employing tests.

### **MT 42-A1 Test Module**

1. Which is NOT true about formative assessment?
  - a. It occurs during the instructional process.
  - b. It involves the collection of information about what students have learned, and what they still need to master.
  - c. It is meant to help us change the curriculum we teach. \*
  - d. It provides data with which we can adjust our teaching.
2. Which are true about formative assessment?
  - a. It is systematic. \*
  - b. It has to do only with how we use the evidence we collect. \*
  - c. It is widely used by teachers today.
  - d. It is time-consuming.
3. Which is an important key to developing impactful formative assessment practices?
  - a. The practice of "over-testing."
  - b. Identifying what information we need to collect. \*
  - c. Not identifying at what point in the instructional process to collect data.
  - d. Assigning an unlimited number of concepts, skills, or goals that we want students to master.
4. Good formative assessment requires:
  - a. Teaching to "the middle."
  - b. A focus on content coverage.
  - c. A focus on student learning and progress. \*
  - d. A rigid adherence to structure.

### **Knowledge and Application Questions**

1. How will you use formative assessment to make your students more informed about their current level of performance and how they can improve their learning strategies and tactics?
2. What questions would you put in an anonymous student survey to assess whether students think you are being clear, fair, and consistent?
3. Describe the key differences between formative and summative assessment. How does each type of assessment contribute uniquely to effective teaching?
4. How frequently and extensively do you employ formative assessment strategies? How do you use the data you collect to inform your instruction?
5. What steps do you take to minimize the time spent assessing student learning while maximizing the informational value of the data you collect?

6. What does it mean for the teacher to be the “primary adjuster” in the classroom? Do you agree with this philosophy? Why or why not?

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### **MT 42-G1 Three Needs That Drive Parent Engagement**

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**Objective:** In this module, the participant will learn three needs of parents that cause them to engage with their child’s learning and how to meet those needs.

### **MT 41-G1 Test Module**

1. In meeting parents’ need for personal gain, you should ask:
  - a. What would you like me to know about your child?
  - b. What is your educational background?
  - c. If there is one thing I could get done for you on behalf of your child this year, what would that be? \*
  - d. How much do you want to be involved with the classroom this year?
2. We meet parents’ need for security by:
  - a. Letting parents know what is going on and why.
  - b. Using their preferred means of communication.
  - c. Solving problems and giving parents reason for hope.
  - d. All of the options. \*
3. Parents supporting their child at home means the parents:
  - a. Do the child’s homework for him or her.
  - b. Oversee all the child’s special projects.
  - c. Encourage the child to persevere. \*
  - d. Discipline the child when he or she doesn’t study.
4. When parents engage with teachers:
  - a. Their child does better in school.
  - b. Students hold higher expectations for themselves.
  - c. Teachers are more empowered to teach.
  - d. All of the options. \*

### **Knowledge and Application Questions**

1. What do you think are the most important general actions a parent can take to engage in his or her child’s education?
2. From the tips in this module, how will you seek to improve your supervision of students in large groups?
3. What level of parental engagement do you hope to generate in the coming year?
4. What strategies will you use to build and maintain the parental engagement you seek?
5. What steps do you take to engage parents who are less able to be physically present in the classroom and at school?
6. How do you use your communication with parents to build their trust and positive expectations for their relationship with you?
7. What strategies do you employ to make it easy and convenient for parents to engage with you?

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## MT 41-L2 Directing Three Class Actors: Talkers, Blurters, And Wanderers

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**Objective:** In this module, participants will learn the different needs that drive each of the behaviors of talking, blurting, and wandering and specifically what can be done to keep each behavior from becoming a serious discipline problem or distraction.

### MT 42-L2 Test Module

1. Which of the following is NOT a characteristic of a talker?
  - a. He or she feels insecure.
  - b. He or she craves recognition and acceptance.
  - c. He or she exhibits anxiety. \*
  - d. He or she reveals immaturity.
2. Which of the following is NOT a good way to handle a blurter?
  - a. Ignore him or her. \*
  - b. Give him or her an opportunity to participate at a planned time.
  - c. Tell the student the question you will ask him or her during class.
  - d. Let the student know you will use his or her name before asking a question.
3. The wanderer:
  - a. Has a behavior problem.
  - b. Has a habit problem. \*
  - c. Doesn't have a physical problem.
  - d. Is acting out of defiance.
4. Which teacher behavior almost never works in changing the behaviors of talkers, blurters, and wanderers?
  - a. Demonstrating anger. \*
  - b. Talking privately with the student.
  - c. Treating the behaviors as social problems not behavior problems.
  - d. Sending the students to the principal.

### Knowledge and Application Questions

1. What other causes not listed in this module could be responsible for the behavior in each case?
2. In what situations is it particularly important for you to visualize what you want the outcome of your communication to be? Why? And what will you do to ensure the outcome you desire?
3. Describe what you believe are the key differences between behavior that is a social problem and that which is a discipline problem. Why might these distinctions be important?
4. Why is it important to understand the reasons behind or causes of student behavior before taking action in response? How might having this information inform the actions you take with the student?
5. Do you agree that some disturbing classroom behaviors might be more of a problem for the teacher than for other students? Why or why not? How can you assess whether this is the case?

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## MT 42-S2 Designing Homework That Students Will Do

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**Objective:** In this module, the participant will learn seven research-based and proven strategies and approaches that a teacher can employ to increase the quality of homework assignments given and the frequency with which homework is completed by students.

### MT 42-S2 Test Module

1. Which of the following is NOT a proven strategy for homework?
  - a. Be certain students understand the purpose and benefits of the homework they are asked to do.
  - b. Make sure the work is easy for them to do and finish. \*
  - c. Be certain that students have the support they need to be successful.
  - d. Make sure homework includes reinforcement for past learning.
2. Which of the following represent additional ways to build interest in homework?
  - a. Provide options for approaches and strategies.
  - b. Give relatively short assignments.
  - c. Provide opportunities for students to present their homework to others.
  - d. All of the options. \*
3. Which is a characteristic of authentic homework?
  - a. It does not engage students beyond the level of simple mastery of basic facts.
  - b. It is completed at higher rates and quality than "regular" homework. \*
  - c. It does not include any problem-solving effort for students.
  - d. It is not connected to the next lesson.
4. Support for students includes:
  - a. Starting homework before leaving class.
  - b. Making sure students have the tools they need.
  - c. Providing online reminders and hints.
  - d. All of the options. \*

### Knowledge and Application Questions

1. Analyze your most successful homework assignment. What elements make it successful?
2. How will you utilize the tips given in this module to increase the quality of student engagement in your classroom?
3. How do you build into homework assignments the characteristics that make it likely that students will complete what is expected?
4. What steps do you take to ensure that students have the tools and support they need to complete the homework you assign?
5. How do you build choice into homework assignments and still ensure that consistent learning and practice occur among students?
6. What do you do with the homework students return to the classroom to demonstrate its importance, relevance, and benefits?

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## MT 42-A2 Feedback You Must Receive From Students

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**Objective:** In this module, the participant will understand why and how to get feedback from students to improve his or her teaching.

### MT 42-A2 Test Module

1. The feedback that we glean from students:
  - a. May be more powerful and important than the feedback we give to students.
  - b. Provides hints about misconceptions.
  - c. Extends to student confidence in the face of learning challenges.
  - d. All of the options. \*
2. Which are a part of the feedback we need from students?
  - a. Their emotional well-being.
  - b. Their social/interpersonal well-being.
  - c. Their psychological well-being.
  - d. All of the options. \*
3. If you want honest feedback from students, you need to:
  - a. Demand it.
  - b. Build relationships with students. \*
  - c. Ask students' parents.
  - d. Avoid asking questions that may lead to answers that are uncomfortable for you.
4. The effective feedback cycle does NOT include:
  - a. Receiving feedback from students.
  - b. Giving feedback to students.
  - c. Gaining feedback from colleagues. \*
  - d. Observing students.

### Knowledge and Application Questions

1. How does building relationships with students help us get more authentic feedback from them? Is building a strong relationship enough? What more might be necessary to gain their complete and authentic feedback?
2. How will you utilize the tips in this module to better assess a student's contribution to collaborative efforts?
3. Why might it be true that feedback we receive from students is even more important than feedback we give them? Explain.
4. What strategies do you use to collect feedback from students? How might you enrich and expand the feedback you receive?
5. How do you convince students that you are serious about hearing and learning from their feedback? What additional steps might you take?
6. How do you glean feedback from students in areas where they may be unable or too uncomfortable to describe what they are thinking, feeling, and perceiving? How do you use this information to accelerate student learning?

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## MT 42-G2 The Unwritten Curriculum That Resides In Your Classroom

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**Objective:** In this module, the participant will become aware of the unintended messages that teachers send to students which can interfere with students' learning and teachers' teaching effectiveness.

### MT 42-G1 Test Module

1. Which of the following is an example of a hidden curriculum issue?
  - a. Liking to teach bright, able students more than those who struggle. \*
  - b. Testing only over what has been taught.
  - c. Encouraging students to be independent thinkers.
  - d. Liking to teach some parts of the curriculum more than others.
2. Good strategies for making ourselves aware of our biases are:
  - a. Getting feedback from other teachers after they have observed us teaching.
  - b. Videotaping ourselves.
  - c. Surveying our class.
  - d. All of the options. \*
3. Our hidden curriculum could cause students to:
  - a. Dislike us.
  - b. Not trust us.
  - c. Lower the expectations they have of themselves.
  - d. All of the options. \*
4. It is not correct to say that:
  - a. We all have biases.
  - b. Students are quick to know what our biases are.
  - c. We can always correct our biases on our own without help from colleagues. \*
  - d. Student learning is hurt by hidden curriculum issues.

### Knowledge and Application Questions

1. How willing are you to unearth possible "hidden" issues that could be affecting your teaching? What evidence will you attempt to collect?
2. Utilizing the strategies in the tips section of this module, specifically how will you seek to improve your motivation efforts with students?
3. What unwritten rules are present in your classroom? How can you make them more visible and tangible for students?
4. How do you maintain rigor in your classroom and avoid making a "deal" with students that if they don't make your life miserable, you won't require high performance from them?
5. How do you collect information from students about inconsistencies between what you say and what you do or expect? How might you improve on the information you presently collect?
6. What is your reaction to the suggestion that you invite a colleague to observe your teaching? What do you see as the potential benefits and pitfalls?

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## MT 42-L3 Leading Students Out Of The Fear Zone

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**Objective:** In this module, the participant will learn how five actions can replace a culture of fear with a culture of success.

### MT 42-L3 Test Module

1. The result of fearful classrooms is to:
  - a. Limit the ability of students to access and act on what they know.
  - b. Cause students not to think clearly.
  - c. Cause students to "retreat" or try to stay invisible.
  - d. All of the options. \*
2. A warm demander is a teacher who:
  - a. Is feared and respected.
  - b. Is respected but not feared.\*
  - c. Displays an unconditional belief in every student's ability to succeed, but lacks the courage to back it up with actions. \*
  - d. Is always loved by students.
3. Actions that help replace a culture of fear with a culture of success do NOT include the following.
  - a. Identifying the outcomes associated with a task and letting students start with the easy parts.
  - b. Telling a class what will happen and when.
  - c. Using "because I said so." \*
  - d. All of the options.
4. Two of the 3 R's are:
  - a. Readiness and respect.
  - b. Respect and reflection.
  - c. Rehearsal and reflection. \*
  - d. Rhythm and reflection.

### Knowledge and Application Questions

1. Is there any instance in which you should use fear to motivate students? Why or why not?
2. Choose one of the strategies from the tips section of this module and describe specifically how you could use it to enhance your relationships with parents.
3. How do you balance the natural consequences for lack of student effort and commitment with nurturing a culture of success—in order to reduce the presence of fear and increase an achievement focus?
4. What characteristics of teachers who are "warm demanders" lead to greater success with students? Why?
5. Why are teacher expectations such a powerful influence on student behavior and achievement?
6. Review the five actions associated with creating a culture of success. Which of these actions are characteristic of your classroom leadership? What steps might you take to increase the impact of one or more of these elements?

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## MT 42-S3 Strategies For Handling Student Excuses, Objections, And Complaints

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**Objective:** In this module, the participant will learn the difference between student excuses, objections, and complaints and how to handle each with grace and effectiveness.

### MT 42-S3 Test Module

1. What is an excuse?
  - a. A lie.
  - b. A token offering.\*
  - c. A sign of interest.
  - d. Usually a not-very-creative statement.
2. What characterizes an objection?
  - a. The word *but*.\*
  - b. Not wanting more help.
  - c. A lack of interest—always.
  - d. A lack of intelligence on the part of the student.
3. What is NOT the best way to handle a complaint?
  - a. Allowing the student to say what is on his or her mind.
  - b. Laughing. \*
  - c. Thanking the student for bringing the complaint to your attention.
  - d. Giving the student a full explanation.
4. Which of the following shows lack of interest?
  - a. Excuses and objections.\*
  - b. Objections and complaints.
  - c. Complaints only.
  - d. Alibis only.

### Knowledge and Application Questions

1. What should you do if your explanation to a complaining student isn't enough for that student?
2. Pick one of the strategies from the tips section of this module and describe how you would specifically like to implement it this year to improve your relationships with students.
3. When students offer excuses for not performing to their potential or completing assigned tasks, what steps can you take to discover the "real" reason behind the behavior?
4. Consider the four questions you can ask yourself in response to student objections. How might the information you collect inform the actions you will take in response?
5. How do you typically respond to student complaints? How might you adjust your approach to respond more effectively?
6. What student relationship and motivation problems are likely to result when student excuses, objections, and complaints are lumped together and handled in the same manner?

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## MT 42-A3 Use Think Time To Assess What Students Really Know

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**Objective:** In this module, the participant will learn how to effectively increase the amount of time students are given to answer questions, so that the teacher will have a better idea of what students truly know.

### MT 42-A3 Test Module

1. On average, teachers give students:
  - a. Three seconds to answer questions.
  - b. Less than 1.5 seconds to answer questions. \*
  - c. Four seconds or more to answer questions.
  - d. None of the options.
2. When students are given three or more seconds to respond or think during a pause in their responses, the following occurs:
  - a. More students are able to answer correctly.
  - b. Students often provide more information that reflects deeper thinking and more complex thought.
  - c. Student academic scores increase.
  - d. All of the options. \*
3. When asking students questions, you should:
  - a. Call a student's name and then give that student three seconds to respond.
  - b. Ask the question, then select a student to respond before a three-second lapse.
  - c. Remind students to think and then be ready to respond when their names are called.\*
  - d. Always call on students alphabetically so they know when it's their turn.
4. You should also:
  - a. When students complete their thought or response to a question, wait at least three seconds before engaging further. \*
  - b. Call on another student immediately after one has answered.
  - c. Continue questioning at a rapid-fire pace as long as you always give students three seconds to respond.
  - d. All of the options.

### Knowledge and Application Questions

1. In your opinion, in what ways do we show respect for students by giving them more think-time?
2. Choose one of the suggested strategies from this module for generating respect and explain how you will use it in the classroom.
3. What challenges do you anticipate as you lengthen the amount of time students are given to respond to questions and explain their thinking? How might you address these challenges?
4. Why do you believe teachers do not naturally give students more time to think and share what they know? How can these issues be addressed while still preserving adequate opportunities for students to think and respond?
5. In addition to silence, what signals and strategies can you observe and employ that will help you determine when a student has given all that he or she has to offer?
6. What role do the expectations and perceptions we have of students play in the amount of time we give students to think and respond? What can you do to avoid potential pitfalls in this area?

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## MT 42-G3 How We Collaborate Determines Whether We Get Better

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**Objective:** In this module, the participant will learn how to gauge the quality of collaboration efforts and ways in which to improve them.

### MT 42-G3 Test Module

1. The following is NOT true of high-functioning dialogue:
  - a. It confirms present practices without assessing their worth. \*
  - b. It allows disagreements to surface.
  - c. It brings people closer together.
  - d. It recognizes the distinction between "making nice" and making a difference.
2. The most influential decisions collaborative teams make are those that:
  - a. Deal with the quality and impact of their teaching.\*
  - b. Include those around sharing lesson plans.
  - c. Are not based upon the fact that some teaching behaviors are more powerful than others.
  - d. Concern the selection of materials.
3. Collaborative team action should lead to:
  - a. Meaningful change.
  - b. Ambitious teaching.
  - c. Purposeful refinement.
  - d. All of the options. \*
4. Evaluating the results of collaborative work should not include:
  - a. Quiz and test scores.
  - b. Student work, surveys, case studies, and action walks.
  - c. The teacher's gut feelings. \*
  - d. Action walks.

### Knowledge and Application Questions

1. In your own words, describe the difference between collaboration "lite" and collaboration "heavy."
2. Choose one of the strategies from the tips section of this module and explain how you will implement it in your classroom to achieve better classroom management.
3. Identify four examples of teacher collaboration that can accelerate student learning and explain the connection between teacher actions and improved student outcomes.
4. What does it mean for collaborating teaching teams to "assume joint responsibility for instruction"? Why is this aspect of collaboration important?
5. Describe the nature of your dialogue with colleagues with whom you collaborate. What steps can you take jointly to increase the extent to which your dialogue is "making a difference"?
6. What steps do you and your colleagues take to evaluate the impact of your collaboration? What more might you do to enhance this aspect of your work together?

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## MT 42-L4 When To Coach, When To Mentor

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**Objective:** For this module, the participant will learn the vital difference between coaching and mentoring and when to employ each.

### MT 42-L4 Test Module

1. Coaching is a good choice when:
  - a. Dealing with a student's lack of motivation.
  - b. Students need to examine the alignment between their goals and their current behavior.\*
  - c. Dealing with non-specific issues.
  - d. None of the options.
2. Mentoring is a good choice when:
  - a. A student needs to know how to do something.
  - b. You are working with students who currently have little experience with a concept, skill or task. \*
  - c. The need includes explaining the significance or usefulness of a concept
  - d. All of the above
3. Coaching involves:
  - a. One person focusing his or her efforts towards developing the independent skills and capacity of the person being coached.
  - b. May or may not involve one person being more senior than another.
  - c. Focus is on clear goal setting, identifying and employing effective strategies, overcoming barriers and reflecting experiences.
  - d. All of the options. \*
4. Mentoring does NOT involve the following:
  - a. Typically one person who is experienced and often senior in life or in an organization guiding a less experienced, often junior colleague or student.
  - b. Sharing expertise and experience for the purpose of developing the other person.
  - c. Attempting to create oneself in another person. \*
  - d. Sharing insight, past learning, offering guidance.

### Knowledge and Application Questions

1. What skills do you need to acquire to become a better coach and mentor?
2. Chose one of the strategies from the tips section of this module and write how you might implement it in your classroom to achieve better discipline.
3. Summarize your understanding of the differences in goals, strategies and approaches associated with mentoring and coaching.
4. What situational factors should you pay attention to when deciding whether to be a coach or mentor to a student or colleague?
5. How can you know when it is time to step back and stop mentoring a colleague? What signs can guide you?

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## MT 42-S4 Eight Ways To Build Student Thinking Skills

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**Objective:** For this module, the participant will learn strategies to help students build their thinking skills and become more proficient, confident and flexible thinkers.

### MT 42-S4 Test Module

1. Which of the following is NOT a way to build thinking skills:
  - a. Slowing the pace of instruction.
  - b. Rapid drills and staccato question and answer sessions. \*
  - c. Helping students reflect process and deliberate.
  - d. Presenting students with appropriately difficult thinking and processing challenges every day.
2. Of the following, which is NOT a way to build thinking skills?
  - a. Focusing on big, important and interesting questions.
  - b. Engaging students in relevant, solvable and useful problems.
  - c. Sharing your thinking with students.
  - d. To give them easy problems to solve consistently. \*
3. The thinking "sweet spot" is:
  - a. The physical space that students do their best thinking.
  - b. When students are "in the zone" for thinking.
  - c. Where thinking is challenging but success is within reach. \*
  - d. When students can think about things they are most interested in.
  - e. All but a.
4. If we want students to be good thinkers we should not:
  - a. Practice patience.
  - b. Provide good feedback.
  - c. Consistently challenge students.
  - d. Hurry them. \*

### Knowledge and Application Questions

1. How do you make your thinking processes visible so that students have a model to follow? Share an example of when you employed this strategy.
2. Choose one of the strategies from the tips section of this module and write how you might specifically use it to increase your communication skills.
3. Beyond slowing the pace of instruction to give students more time to think about, reflect on and process information, how can we encourage students to think carefully and deeply?
4. How do you calibrate the level of challenge you present to students to ensure that they do not find the learning to be either too difficult or too easy? What specific evidence do you collect to guide you?
5. Describe a time when you believe your instruction hit the "sweet spot" of learning for your students? How did the experience make you feel?

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## MT 42-A4 Five Grading Mistakes To Avoid

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**Objective:** In this module teachers will be reminded of the most powerful benefits of grading and how to avoid five common mistakes that can lead us astray.

### MT 42-A4 Test Module

1. The following is NOT a reason we give grades:
  - a. To convey what a student has learned and can do and how well we have taught.
  - b. To communicate readiness for the next level of study.
  - c. To provide feedback that allows for self-judgment.
  - d. None of the options. \*
2. Grading busywork:
  - a. Adds no value to learning.
  - b. Masks actual progress.
  - c. Wastes time.
  - d. All of the options. \*
3. The following is NOT a grading mistake:
  - a. Mixing academic and non-academic factors.
  - b. Introducing grading procedures unrelated to learning targets.
  - c. Grading on the curve.
  - d. Grading for assigned academic work. \*
4. Avoiding stepping into one of the grading pitfalls requires:
  - a. Looking carefully at the criterion you use to evaluate each assignment.
  - b. Be clear about what you want students to learn and what evidence you'll use to assess this learning.
  - c. Pre-assess baseline skills and understanding.
  - d. All of the options. \*

### Knowledge and Application Questions:

1. Do an inventory of your current grading practices. Do your practices line up with the insights you have gleaned from this module? Why or why not?
2. Choose one of the strategies from the tips section of this module and write how you might specifically use it to increase student engagement.
3. Guskey and Marzano present two reasons to give grades and state that any other reason will do little to raise achievement. Take a position in support of or against their observation and present arguments to support your stance.
4. Why is it important to separate grades from academic progress and performance from grades for effort, attendance and even homework? Can you think of a time when these grades might be combined with good reason? Present your reasoning.
5. Why might it be true that grades given as prizes or weapons might have a negative impact on achievement?
6. What are the major pitfalls associated with "grading on the curve?"

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## MT 42-G4 Dealing With Differences: The Entrepreneurial Side Of Teaching

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**Objective:** For this module the participant will gain an understanding of what it takes to become an educational entrepreneur and how doing so will better equip him or her to reach and teach all students.

### MT 42-G4 Test Module

1. The educational entrepreneur does NOT do the following:
  - a. Think outside the box.
  - b. Uses what he or she knows about students strategically.
  - c. Takes huge risks. \*
  - d. Searches for needs that aren't being met and fulfills them.
2. The successful entrepreneur is not:
  - a. Practical.
  - b. One to take unnecessarily complex approaches to problems.\*
  - c. One who "thinks outside the box".
  - d. One to take careful and calculated risks.
3. The entrepreneurial teacher maximizes the power of relationships by:
  - a. Searching and finding ways to engage different people and forging new relationships.
  - b. Constantly evaluating situations from the perspective of the other person.
  - c. Looking for ways to create value and fulfill desires.
  - d. All of the options. \*
4. Which is not true? The entrepreneurial teacher asks:
  - a. Not what labels, but what interests and needs does a student have?
  - b. Not what strengths, but what deficits does a student have? \*
  - c. Not do I remediate but how do we enrich the standard curriculum?
  - d. Not how to motivate but what would it take to tap into the motivation that the learner already possesses.

### Knowledge and Application Questions

1. How does the entrepreneurial teacher maximize the power of relationships for the benefit of students?
2. Choose one of the strategies from the tips section of this module and write how you might specifically use it to increase the effectiveness of your collaboration with others.
3. Identify an unmet need among your students that you believe can be filled, but is accompanied by a roadblock or obstacle. What steps can you take to avoid the roadblock and find a way around the obstacle to reach and teach students?
4. Think of a time when you enlisted the resources of colleagues, parents and/or community to find success with a student. Summarize the situation and your actions. What important learning did you take from the experience and how might you apply it with a current student?
5. Why is reframing the questions we ask such a powerful tool for problem solving? Provide an example.

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## MT 42-L5 Ways Students Don't Want To Be Led

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**Objective:** For this module, the participant will learn six ways that students do not want to be led by the teacher that will teach the participant to utilize the opposite strategies when working with students.

### MT 42-L5 Test Module

1. The following are ways students do not want to be led:
  - a. Fear.
  - b. Because they are a teachers job.
  - c. Control and domination.
  - d. All of the options. \*
2. All students:
  - a. Want to be a number in the classroom.
  - b. Want to believe the teacher knows them and likes them.
  - c. Want to be seen as having high potential.
  - d. Want to be considered more than a part of the teacher's job.
  - e. All but "a." \*
3. The teacher needs to be:
  - a. Liked by all his or her students.
  - b. Considered fair. \*
  - c. Seen as having favorites who have earned the privilege.
  - d. Distant.
4. Good leadership requires:
  - a. Making it very pleasant to do what you want students to do.
  - b. Making it very unpleasant for students not to do what you want them to do.
  - c. Helping people understand why joining the effort and committing to results is worthwhile. \*
  - d. None of the options.

### Knowledge and Application Questions

1. How can you make each and every student feel special?
2. Choose one of the strategies from the tips section of this module and write how you might specifically use it to increase student motivation.
3. Certainly, fear should not be used as a consistent tool to motivate and control students. However, there may be times when fear plays a role in leading. Develop and present your best arguments for an occasion, other than a physical emergency, when fear might be used appropriately to guide student behavior and enhance their learning.
4. How do you convey to students that working with them and nurturing their learning is more than a "job" for you? What feedback from students can you point to that convinces you that your intended message is being accurately received?
5. How do you balance the need to maintain a professional distance from students as their teacher with the need to form positive, influential relationships with students to increase their sense of connection and commitment to learn from your instruction? Provide at least two examples of your approach.
6. What steps do you take to communicate to students that you hold high expectations for them and their work while also providing multiple paths for them to meet your expectations? Please share an example of your practice in this area.

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## MT 42-S5 Make Sure Your Praise Is A Motivator

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**Objective:** For this module the participant will learn how best to deliver praise to students in order to make sure it is motivational and not the opposite.

### MT 42-S5 Test Module

1. Which of the following is NOT motivational?
  - a. Giving praise both publically and privately.
  - b. Serving praise in a sandwich.\*
  - c. Putting praise in writing.
  - d. Showing interest in the student as a person.
2. Which of the things below should we NOT praise?
  - a. Abilities. \*
  - b. Effort.
  - c. Progress.
  - d. Strategies.
3. Do not frame praise by:
  - a. Asking how a student reached a decision.
  - b. Asking students what they value.
  - c. Using the perspective of a students' parent.\*
  - d. Asking how a student overcame obstacles.
4. To be the best praise must be:
  - a. Specific.
  - b. Individual.
  - c. Accompanied by time spent with the student.
  - d. All of the options. \*

### Knowledge and Application Questions

1. How can objective praise, rather than subjective praise make students understand the reason for their progress and take greater responsibility for it?
2. Choose one of the strategies listed in the tips section of this module and write how you might specifically use it to increase the quality of your relationships with parents.
3. How might praise be employed in ways that is harmful to students? Provide at least three examples?
4. How might you use praise as a teaching tool without serving it in a "sandwich?" Describe a time when you experienced praise as having a teaching component. How did you respond?
5. How might you effectively provide praise to an entire class? What components must be present for praise to have the impact you intend?
6. Recount a time when you received praise that has had an impact on your life. What lessons have you taken from this experience that you can use with your students today?

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## MT 42-A5 Assess Your Powers Of Persistence

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**Objective:** For this module participants will learn the importance of and be invited to assess their powers of persistence in reaching and teaching students.

### MT 42-A5 Test Module

1. Which of the following questions does a Master Teacher not ask himself or herself in regard to persistence?
  - a. What else can I do or try that might work in this situation?
  - b. What is blocking me from taking these additional steps?
  - c. Why am I trying so hard when the child doesn't appear willing to try? \*
  - d. How will I know for certain that I am making progress?
2. The persisting teacher:
  - a. Commits to an attitude of learning from failure.
  - b. Seeks feedback from a small circle of people.
  - c. Looks for quick solutions to problems.
  - d. Is highly competitive with others. \*
3. Critical characteristics of a teacher who excels in the area of persistence do NOT include:
  - a. Assuming personal responsibility and taking initiative.
  - b. Having an intense desire to solve problems.
  - c. Always going at problems from the same angle. \*
  - d. Setting realistic goals.
4. Persistence is a quality:
  - a. Driven by my beliefs. \*
  - b. One is born with.
  - c. Manifested as an attitude.
  - d. Not critical to success.

### Knowledge and Application Questions

1. Why might teacher persistence be a particularly important element in development of relationships with difficult and hard to reach students? Cite an example of a time when persistence was instrumental in your forming a relationship with a difficult to reach student.
2. Choose one of the strategies listed in the tips section of this module and write how you might specifically use it to increase the quality of your relationships with Students.
3. Successful problem solving often requires that we view problems from different perspectives and through a variety of "lenses." Discuss at least three strategies you employ when attempting to view a situation differently, find a new approach and otherwise discover an effective solution.
4. Discuss why it is important that our persistence not be contingent on seeing steady progress or time limits for results. Share an experience in which you were able to find success through persistence even though early progress was not visible.
5. How do you decide when continued persistence will be enough or you must employ a new approach or strategy to reach your goal.
6. Review the four questions presented at the conclusion of this module. Select a current or past situation in which persistence is or was required. Apply the four questions to the situation and reflect on how the answers might assist your efforts.

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## MT 42-G5 Avoid Shooting From The Lip

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**Objective:** For this module the participant will learn the difference between reacting and responding to situations and how to utilize this understanding to improve relationships and professional effectiveness.

### MT 42-G5 Test Module

- Appropriate responses often:
  - Start with "All I can..."
  - Start with "The only thing..."
  - Ask "What would you like me to do?" \*
  - Begin with "I can't..."
- When we shoot from the lip we:
  - Save time and energy.
  - Risk turning students away. \*
  - Show our intellectual capacity and energy.
  - Renew our skill.
- Techniques to avoid "shoot-from-the-lip" responses do NOT include:
  - Reflecting on the different kinds of questions you have gotten from students and starting to work on your answers.
  - Planning not to confuse reacting with responding.
  - Reflecting a moment to craft the right response.
  - Not saying anything in response. \*
- Which phrase is an unproductive way to start a response?
  - "You need to..." \*
  - "Here's what we need to do to take care of that..."
  - "Let's think together..."
  - "Let's see what we can do..."

### Knowledge and Application Questions

- Explain in your own words the difference between reacting and responding. Why are the differences you describe important? How might you use this information to improve your effectiveness with students and colleagues?
- Choose one of the strategies listed in the tips section of this module and write how you might specifically use it to improve the levels of respect and civility among you and your colleagues.
- List at least four student situations, behaviors or requests that can present a reaction challenge for you. What preparation can you make to improve the ease and effectiveness with which you respond to these challenges?
- Why might the question, "What would you like me to do?" be a powerful way to respond to student interruptions and requests? List at least three pieces of information you can learn by listening to the response this question stimulates? What potential choices are generated for you in the response you hear?
- Think of a time when you reacted, but should have taken the time and effort to respond. How did the other person react or respond? What actions were required of you to make the situation right?
- Why might it be more important for educators to be skilled responders than some other professionals? In what ways might the inability to curb and control our reactions limit our effectiveness and damage our careers?

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## MT 42-L6 Resiliency: The Ability To Bounce Back

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**Objective:** In this module, participants will learn the strategies that are important for bouncing back from a setback.

### MT 42-L6 Test Module

1. Which of the following is not important for building resiliency?
  - a. Flexibility.
  - b. Commitment to a cause of purpose.
  - c. Focusing on multiple issues. \*
  - d. Resist overreacting.
2. You should:
  - a. Use the “bookend technique”. \*
  - b. Engage in the blame game.
  - c. Become a part of the guilt game.
  - d. Try to save face.
3. Taking responsibility for your part:
  - a. Blocks others from interfering.
  - b. Helps you focus on the past.
  - c. Can be freeing for you. \*
  - d. Keeps others stuck in the experience.
4. When you listen to criticism, you should:
  - a. Assume that the criticism is accurate.
  - b. Gain from it the useful advice. \*
  - c. Argue.
  - d. Accept it, without thinking about it.

### Knowledge and Application Questions

1. What role does flexibility play in building and practicing resiliency in the teaching profession? Provide an example of when flexibility has played a role in your ability to bounce back.
2. Why might it be important to focus on one issue or circumstance at a time when experiencing a professional setback? What can be the consequence when this strategy is ignored?
3. Why is it important to avoid getting caught in the “blame game” and “guilt game” when facing a professional setback? What strategies do you use to avoid being trapped in these thinking frames?
4. What strategies work best for you when you experience a professional setback and are working to regain your balance, focus and confidence?
5. State three ideas for “important work” that you can use at the beginning of class to set the right tone and engage students quickly.

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## **MT 42-S6 Effective Strategies For Teaching And Managing Large Classes**

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**Objective:** In this module, participants will learn critical strategies to make the job of teaching and managing large classes easier, successful, and rewarding.

### **MT 42-S6 Test Module**

1. The guidelines for teaching large classes:
  - a. Change dramatically from teaching small classes.
  - b. Require more time and effort to be effective. \*
  - c. Does not require a re-examination of our routines and procedures.
  - d. Does not require a change in our instructional delivery.
2. In large classes, we:
  - a. Can side-step the belief that all students can learn.
  - b. Establish key procedures for students.
  - c. Must tell students right from the start and often that we believe in them.
  - d. Don't have to demonstrate our belief in students.
  - e. b and c \*
3. In order to make the class seem more personal and function more personally, you should:
  - a. Sit at your desk and greet students.
  - b. Stand at the front consistently, so everyone can see you.
  - c. Position yourself so all students are in your line of sight. \*
  - d. Save your interactions with students for after class.
4. Which of the following is not necessarily effective with larger classes?
  - a. Demonstrating your passion for teaching.
  - b. Working harder to be interesting and stimulating.
  - c. Assign advance reading.
  - d. Lecturing. \*

### **Knowledge and Application Questions**

1. What routines typically employed in small classes typically need to be adjusted to work effectively with larger classes?
2. What steps can be taken to make large classes seem personal and inviting to students? What makes these steps effective?
3. What strategies might be particularly effective in building relationships with individual students despite teaching a large class?
4. When have you experienced quality learning despite being in a large group? What factors contributed to this experience? How might your experience be used to improve the learning experiences you offer to students?
5. State three ideas that your intuition senses when a discipline conference with a student isn't adding up. Why is it important to be in-tune with your intuition in this regard?

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## MT 42-A6 Must All Homework Be Graded?

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**Objective:** In this module, participants will learn when grading homework helps and when it hinders student learning and engagement.

### MT 42-A6 Test Module

1. Arguments about the grading of homework do not include:
  - a. If homework is not graded students won't do it.
  - b. Homework is intended to be practice of new. \*
  - c. Homework is no more than early practice of new learning and therefore should not be given a grade that counts.
  - d. The most important thing is the feedback we give students on their homework rather than grades.
2. The following is true about grading homework:
  - a. If we begin assigning grades too early in the learning cycle, we risk rewarding students whose prior knowledge gives them a head start. \*
  - b. If we begin grading homework too late, we place some students in a disadvantage that they may not overcome.
  - c. Research proves that assigning grades supports the benefit students receive from teacher feedback.
  - d. When feedback is accompanied by a grade, the impact is very different than when grades are assigned and no feedback is given.
3. Homework should:
  - a. Never be graded.
  - b. May be appropriate at specific times and for specific purposes in a teaching and learning cycle. \*
  - c. Should reflect only formative work.
  - d. Should always be graded.
4. Grading homework:
  - a. Underscores the value of what you are teaching.
  - b. Encourages student engagement.
  - c. Enhances the teaching learning cycle.
  - d. May distract students from the importance of what we are teaching in favor of receiving a good grade. \*

### Knowledge and Application Questions

1. Do you believe that if homework is not graded that students will not do it? Why or why not?
2. What steps do you take to be certain that students complete the homework you assign?
3. How do you respond to the statement that grades assigned early in the teaching and learning cycle assess prior knowledge and family background more than learning in response to our teaching? How might this danger be avoided?
4. How do you overcome the challenge of students halting their learning once they receive a grade? Please share an example.
5. What practice(s) would most help you increase the clarity and succinctness of your verbal communication?

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## MT 42-G6 The Tough R's: Risk And Regret

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**Objective:** In this module, participants will learn how to take intelligent risks that lead to fewer and fewer regrets.

### MT 42-G6 Test Module

1. What is not true about risks and risk-taking:
  - a. It can be both positive and negative.
  - b. There is a wide difference within risk-liking—from careless to calculated.
  - c. It is often linked to many of our regrets.
  - d. If we refuse to risk we will lessen our regrets. \*
2. Our risks should *not*:
  - a. Be intelligent and responsible.
  - b. Grounded in what's in the best interest of students.
  - c. Be self-serving. \*
  - d. Be aligned with the work and mission of the school.
3. When trying to cause students to improve and close achievement gaps, which of the following should we avoid:
  - a. Thinking before we risk.
  - b. Not making adjustments when what we are doing isn't getting the desired result. \*
  - c. Confer with colleagues.
  - d. Gather information, plan, and take action based upon what we believe will work.
4. Which is true? We can't:
  - a. Throw our hands up and walk away when things don't work. \*
  - b. Change the process until students learn.
  - c. Create new methods, techniques, and strategies.
  - d. Risk our own professional comfort.

### Knowledge and Application Questions

1. From your perspective, which is a worse regret, failing in an effort or failing to make an effort? Defend your choice.
2. What was the most significant professional risk you have taken? How did it turn out? What factors contributed most to the outcome?
3. What significant risks do you ask students to take in their learning? How do your students respond? How might you increase the number of students willing to take this risk?
4. If we follow the curriculum and instructional processes advocated by the school and still students do not learn, can we feel free to walk away without regret? Why or why not?
5. What are some of the techniques you use to keep students engaged? Knowing that you need one about every 10-15 minutes, what others can you think of to add to your repertoire?

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## MT 42-L7 Two Vital Passions For Every Teacher

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**Objective:** In this module, participants will learn the relative importance of two teacher passions-- one for content and one for the art of teaching itself. Participants will also learn why one is far more important to teaching effectiveness than the other.

### MT 42-L7 Test Module

1. Passion for teaching is more important than passion for content because:
  - a. Academically gifted teachers have difficulties teaching all students.
  - b. Passion for teaching causes teachers to seek and utilize a wide variety of strategies and techniques to reach all students.\*
  - c. Passion for subject matter causes teachers to make it difficult for some.
  - d. Passion for content just isn't vital for teaching it well.
2. When a teacher has both passions, what doesn't happen:
  - a. All cylinders are firing within the teaching act.
  - b. The teacher has the highest probability of becoming a Master Teacher.
  - c. Students struggle due to lack of encouragement and support. \*
  - d. The teacher is likely to find success with all students.
3. Without passion:
  - a. A teacher will not achieve a consistently high level of success with students.\*
  - b. A teacher can do reasonably well with a limited number of students.
  - c. A teacher will do well with bright students only.
  - d. A teacher will do well with students who also lack passion.
4. Passion:
  - a. Cannot be taught or nurtured.
  - b. Can be nurtured through the use of excellent role models and other strategies. \*
  - c. Is not essential for teaching, therefore it need not be taught.
  - d. Is essential for teaching but cannot be expected.

### Knowledge and Application Questions

1. Where does your passion lie when it comes to teaching and nurturing learning? What fuels your passion?
2. How do you see the relationship between passion for a subject to be taught and passion for teaching and nurturing the learning of students? Which is more important? Why?
3. Does a teacher's passion for teaching and nurturing learning lead to higher levels of student motivation and engagement and increased learning? Defend your answer.
4. Describe a teacher you know or have learned from who possesses both a passion for teaching and a passion for his or her academic area. What behaviors does this person demonstrate that set him or her apart from colleagues?
5. Do you think not giving active feedback in a group is a form of passive dishonesty? Why or why not? Give an example.

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## MT 42-S7 Five Ways To Avoid Volatile Conversations

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**Objective:** In this module, participants will learn the conversational rules of engagement that will help us avoid volatile conversations.

### MT 42-S7 Test Module

1. Topics that people regard as sensitive don't include:
  - a. Health
  - b. Sexuality
  - c. Education \*
  - d. Finances \*
2. Ways to avoid volatile conversations do not include:
  - a. Never start a sensitive issue conversation in the first place.
  - b. Look for signs of discomfort in those with whom you are speaking.
  - c. Refrain from participating in conversation about sensitive issues.
  - d. Become a judge or a critic. \*
3. The following will cause the conversation to escalate:
  - a. Attacking someone for how he or she feels.\*
  - b. Stating your empathy for a person's feelings.
  - c. Understanding the difference between responding and reacting.
  - d. Avoiding knee-jerk reactions.
4. Talking about topics that are regarded by one of the parties as private or sensitive is:
  - a. More difficult when you do not know the other person well.
  - b. Inconsiderate when one of the parties knowingly crosses the line. \*
  - c. Easy to do when it is a topic about which you feel strongly.
  - d. All of the options.

### Knowledge and Application Questions

1. Should all volatile conversations be avoided? Why or why not?
2. What topics do you avoid discussing with colleagues, students, and parents? Why do you choose to stay away from these topics?
3. Describe a time when someone shared information with you in a conversation that left you uncomfortable. How did you handle the situation? What would you do differently if you found yourself in the situation again?
4. How do you handle group or team meeting discussions that wander into inappropriate or uncomfortable areas? What advice would you give others when facing this type of situation?
5. In what specific ways do you show sincere enthusiasm and appreciation for the good work that students do to increase their motivation?

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## MT 42-A7 Enlist Students As Partners In Formative Assessment

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**Objective:** In this module, the participant will learn how to tap the real power of formative assessment by enlisting students as partners.

### MT 42-A7 Test Module

1. The unique element in enlisting students as full partners in formative assessment is:
  - a. Our efforts to collect data.
  - b. Our efforts to use data to inform our teaching.
  - c. Our willingness and commitment to make students full partners in their learning.\*
  - d. Focusing our efforts where students need to grow.
2. Students *do not* need:
  - a. To know where we expect their learning to go and what learning goals we have for them.
  - b. Artificial limits on the information they can use to support their learning. \*
  - c. Timely information to become informed of their learning progress and to access the tools necessary to build learning success.
  - d. Our encouragement to take responsibility.
3. Students *do not* need:
  - a. Examples to illustrate learning goals.
  - b. Criteria by which to evaluate the level and completeness of their learning.
  - c. Information about the building block skills they will be learning to support their success.
  - d. Subjective opinions about their potential to learn and achieve learning goals. \*
4. We need to refrain from the following as we begin sharing formative assessment information:
  - a. Planning next steps together as well as how to overcome current barriers and challenges.
  - b. Positioning students to examine and adjust their learning tactics.
  - c. Encouraging students to self-diagnose their learning progress and struggles.
  - d. Being the sole source, driver, and evaluator of student progress. \*

### Knowledge and Application Questions

1. Why might providing students with assessment and other progress-related data be an effective way to accelerate learning results?
2. Why might some teachers be reluctant to commit to having students be full partners in their learning? What changes does this stance imply for the relationship between teachers and students?
3. How do you ensure that the criteria you will use to evaluate student learning progress is available to students at the beginning of the teaching and learning cycle? Share an example.
4. Do you think that having students be full partners in formative assessment requires more time or less time than traditional instruction and assessment practices? What do you see as the benefits and drawbacks of this approach?
5. Specifically what can you do to cause parents to be more comfortable in asking you questions?

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## MT 42-G7 The Different Faces Of Integrity

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**Objective:** In this module, participants will examine the faces of integrity that can mean the difference between average and distinguished levels of functioning.

### MT 42-G7 Test Module

1. When we don't mean what we say:
  - a. We are speaking a contradiction. \*
  - b. People will give us low marks on the trustworthiness and accuracy of what we say.
  - c. Our integrity will not be questioned.
  - d. People will still feel they can count on us.
2. If what we do contradicts what we say:
  - a. Few people will notice.
  - b. All will catch the contradiction quickly including students. \*
  - c. Our integrity will not be called into question.
  - d. People will be surprised.
3. The manner in which we value achievement is revealed:
  - a. Principally by how we view our own achievement.
  - b. Principally by how we view the achievements of others.
  - c. When we value achievement whether it is ours or someone else's. \*
  - d. None of the options.
4. When we fail it is important *not to*:
  - a. Admit it.
  - b. Refuse to accept that we've failed.
  - c. Blame others. \*
  - d. Abdicate responsibility.

### Knowledge and Application Questions

1. Why is it that having one's integrity questioned can be such a devastating experience? What role does integrity play in your self-identity?
2. What relationship exists between integrity and high levels of professional performance for teachers? Share an example.
3. How do we reveal integrity in times when we misstep or fail in an effort? Why is integrity during these times particularly important?
4. How do you act with integrity when issues are complex and there is no single, clearly right answer? Share an example.
5. What single action on your part could improve your relationship with students this year? Why?

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## MT 42-L8 Three Crucial Conversations To Have This Week

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**Objective:** In this module, participants will learn three crucial conversations that will help them deliver a strong finish for their students.

### MT 42-L8 Test Module

1. In our conversations with struggling students and their parents, we should not:
  - a. Include those students who are getting a lower grade than they anticipate, or whose grades have fallen since the last grading period.
  - b. Wait too long or be prepared to accept some of the criticism and blame for the students' poor performance. \*
  - c. Allow them to improve the situation up until the last day of class.
  - d. Be candid about why these students are not doing well.
2. When we address the entire class we should:
  - a. Help students "own" the concept of having a strong finish. \*
  - b. Not offer up the idea that it is the teacher's job to work harder as well.
  - c. Allow students to determine on their own what a strong finish entails.
  - d. Not make the link of a strong finish and a life-skill.
3. When we talk to colleagues about students who are in trouble academically, we should avoid:
  - a. Looking for areas in which these students are doing well.
  - b. Pointing out the positives we see in these students.
  - c. Thinking that the problems with these students are insurmountable. \*
  - d. Brainstorming new ideas with colleagues that may break through the barriers these students have.
4. The Master Teacher's responsibility in the last weeks of school is *not* to:
  - a. See to it that all students leave with a sense of achievement.
  - b. Keep the focus on teaching and learning.
  - c. Have the right conversations that "tell it like it is."
  - d. Ever take away hope. \*

### Knowledge and Application Questions

1. What changes might occur in your classroom in the next month that will require you to address your students? Why will sooner rather than later be likely to be received as more respectful and generate more respect?
2. When planning with students and their parents about the need to improve performance in the final weeks of school, what three or four strategies are usually best from your experience?
3. When talking with students about a strong finish, what key messages are most likely to convince students to stay engaged and give their best efforts?
4. Why is it a good strategy to point out student gifts and talents when talking with colleagues about the performance of students who are struggling?
5. What steps do you take to ensure that all students finish the year with a sense of achievement?

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## MT 42-S8 If You Want To Motivate, Ask What, Not Why

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**Objective:** In this module, participants will learn how asking “what,” rather than “why” better positions the teacher to teach and get the student to take a positive course of action.

### MT 42-S8 Test Module

5. Asking a student “why” in a discipline situation:
  - a. Is not natural.
  - b. Usually produces a positive response.
  - c. Produces responses ranging from “I don’t know” to belligerence. \*
  - d. Clarifies the situation.
6. We can:
  - a. Motivate students in discipline situations the same way we do in academic situations.
  - b. Use “why” in an academic situation to produce quick thinking and actions. \*
  - c. Get quick change in student behavior by asking “why.”
  - d. None of the options.
7. Students:
  - a. Always know “why” they did something.
  - b. Can always deal with things they do that they are not proud of.
  - c. May give any answer they can think of when confronted with “why.” \*
  - d. Always want to explain themselves and why they did something.
8. If a teacher wants students to respond appropriately, productively, and quickly, he or she:
  - a. Focuses on the behavior, not the reason for it. \*
  - b. Asks the student “why” he or she is misbehaving, even when the answer is obvious.
  - c. Refrains from asking “*What* did you do?”
  - d. Refrains from asking “What are you going to do about it?”

### Knowledge and Application Questions

1. How can adapting the stance that you need to anticipate resistance and welcome the opportunity to diffuse it make your management of the classroom more successful?
2. Describe a discipline situation in which you asked the student the wrong question to achieve the outcome you intended. What was the result? What would you do differently if you faced the same situation again in the future?
3. What problems or reactions can you create by asking students to explain the reasons behind their behavior? How might these responses make the situation worse?  
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4. Do you agree with the statement, “We cannot motivate students in the same way in discipline situations as we do in academic situations”? Why or why not?
5. How might asking “What” and “How” questions be effective ways to address student misbehavior?

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## MT 42-A8 How To Know Students Are Getting It

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**Objective:** In this module, participants will learn six dimensions of understanding which teachers can use to nurture and assess the level and completeness of understanding that students possess and to guide their teaching.

### MT 42-A8 Test Module

1. It is not important that students:
  - a. Be able to explain what they learn.
  - b. Be able to present a thorough account of data, facts, or the phenomenon in question.
  - c. Have a grasp of proper sequencing of events and information.
  - d. Be able to account for every detail. \*
2. The following is not a dimension of deep understanding:
  - a. Interpreting.
  - b. Applying.
  - c. Memorizing.\*
  - d. Empathizing.
3. Students who have a deep understanding:
  - a. Can see points of view using a critical eye, including perspectives they don't share or accept.\*
  - b. Put what they have learned into a narrow context.
  - c. Cannot find value in events or experiences that others find odd or implausible.
  - d. None of the options.
4. Self-knowledge:
  - a. Includes an awareness of how one's own personal style, prejudices, and habits can deepen one's understanding.\*
  - b. Is demonstrated only by what a person understands and knows.
  - c. Is demonstrated with an awareness of why learning is easy.
  - d. None of the options.

### Knowledge and Application Questions

1. If you find out that a student's behavior at school is inconsistent with his or her behavior at home, what do you think you should do? Give an example.
2. Do you agree that today's students are not learning at levels deep enough to serve them well later in life? Explain your answer.
3. How do you assure that your students are able to explain, interpret, and apply what they learn?
4. What strategies do you use to help students develop perspectives as they are learning? How do you measure this aspect of student learning growth?
5. Why might empathy be a good indicator of rich, deep learning?

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## MT 42-G8 Never Stop Recruiting Your Colleagues

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**Objective:** In this module, participants will learn what to look for when thinking about colleagues who would be good people to work with on projects or committees, now or in the future.

### MT 42-G8 Test Module

1. It's not crucial that you:
  - a. Understand and identify all of a colleague's, talents, needs, interests, and motivations.
  - b. Have a parallel teaching assignment to those with whom you collaborate.
  - c. Already know well the colleagues with whom you choose to collaborate.
  - d. All of the options. \*
2. You must:
  - a. Concern yourself with recruiting bodies to help you or to collaborate with.
  - b. Be flexible and committed to achieving shared success and satisfaction. \*
  - c. Quickly end collaboration that isn't working.
  - d. None of the options.
3. You must not:
  - a. Assume that a less experienced colleague would be a poor candidate for collaboration.
  - b. Judge colleagues by what you have heard rather than experienced directly.
  - c. Focus on the weaknesses of colleagues.
  - d. All of the options.\*
4. When recruiting colleagues:
  - a. Look first at your department or school.
  - b. Look only within the district.
  - c. Look only among like professionals.
  - d. Look everywhere. \*

### Knowledge and Application Questions

1. What situations make it important for you to remember details? Why? What specific strategies can you employ that will help you become more effective in recalling details?
2. How might it be helpful to our professional success and satisfaction to recruit colleagues to work in support of the mission and shared values of the organization?
3. Why is it important to recruit and collaborate with colleagues beyond those in our grade level, department, or team?
4. In what ways might our recruitment of colleagues to consider leadership roles be particularly influential to their decision-making and future leadership contributions?
5. Why is it important to broaden our recruitment efforts to include educators beyond our local personal and professional networks?

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## **MT 42-L9 The Best Competition Nurtures Cooperation**

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**Objective:** In this module, the participant will learn how to balance competition and cooperation as a teacher and leader.

### **MT 42-L9 Test Module**

1. Competitive behavior:
  - a. Produces the highest level of success.
  - b. Generates the best relationships.
  - c. That nurtures cooperation maximizes achievement. \*
  - d. Is highly ineffective in producing success.
2. You should:
  - a. Focus your time and energy on your competition.
  - b. Try to win at all times.
  - c. Let others outshine you.
  - d. Surround yourself with people who work hard and let their talent motivate you to do your best. \*
3. You should not:
  - a. Use competition to overcome doubts about yourself and your abilities.\*
  - b. Make the standard your own very best work.
  - c. Focus on big picture goals.
  - d. None of the options.
4. When we teach students that winning is the first priority, we:
  - a. Actually cause them to lose.
  - b. Trap them into thinking that they must win at all costs. \*
  - c. Give them clarity.
  - d. Cause them to be more respected.

### **Knowledge and Application Questions**

1. What specific strategies can you employ to nurture a student's ability to engage in self-improvement?
2. Why might competition that also nurtures cooperation lead to the maximum achievement of all students?
3. What steps can we take to help students engage in healthy competition that pits their current performance against their prior performance?
4. What dangers accompany using competition as a means to overcome self-doubt and questions about our abilities?
5. Why is it a leadership mistake to think of others in terms of "winners" and "losers"?

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## MT 42-S9 Powerful Strategies To Strengthen Student Memory

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**Objective:** In this module, participants will learn tested strategies to help students retain important information.

### MT 42-S9 Test Module

1. *Semantic* information is the most difficult to remember because:
  - a. It is presented in context.
  - b. It is not attached to an experience. \*
  - c. It is attached to an emotional reaction.
  - d. It is attached to a specific place.
2. *Episodic* learning works to build student memory because it is:
  - a. Thematic. \*
  - b. Not typically problem-based.
  - c. Not project-focused.
  - d. Does not build a story.
3. Powerful strategies for retaining information do not include:
  - a. Simply concentrating on the information that needs to be remembered. \*
  - b. Asking students to describe, explain, and interpret information.
  - c. Focusing on key information.
  - d. Asking students to ask themselves questions about the information.
4. Recall will not necessarily be helped by:
  - a. Random associations.\*
  - b. Mental pictures.
  - c. Repetition.
  - d. Rhymes.

### Knowledge and Application Questions

1. Who do you know that would participate in a lesson study with you? How would this be valuable to you and your colleagues?
2. Based on the information provided in this module, how would you define semantic and episodic information?
3. What strategies can you use to help students focus on key information you want them to remember?
4. Describe three ways you can attach emotion to learning that you want students to recall later.
5. How might you use one or more of the techniques described in this module to improve your memory skills?

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## MT 42-A9 Using Perception Data To Change Your Thinking

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**Objective:** In this module, participants will learn how to use data to positively influence student perceptions and, in turn, significantly increase their interest and effort.

### MT 42-A9 Test Module

1. Perceptions don't:
  - a. Represent the way situations, information, or events are viewed.
  - b. Don't influence the conclusions students draw about how hard or easy an assignment will be.
  - c. Necessarily represent the truth. \*
  - d. Affect the grades students earn.
2. Perception data has greater value when:
  - a. We are clear up-front regarding what it is we want to know. \*
  - b. When we devise a plan after we distribute a questionnaire.
  - c. The data is not collected anonymously.
  - d. None of the options.
3. Good questionnaires do not include:
  - a. A compelling reason for students to participate.
  - b. Questions that are short and to the point.
  - c. Giving all students a chance to participate.
  - d. Beginning with specific items and then moving to more general items. \*
4. Once students' perceptions are analyzed:
  - a. It's not time to start the practice of substituting distorted or negative views with positive approaches.
  - b. You should begin by telling students that their beliefs are irrational.
  - c. You need to help students recognize inaccurate opinions. \*
  - d. You should not attempt to maneuver changes in student thinking.

### Knowledge and Application Questions

1. How can you specifically increase the delight that leads to academic success by meeting students' needs of survival, power, love, fear, and freedom?
2. Why is it often difficult to change people's perceptions about their environment?
3. What perception data can you collect from students in the coming year to ensure that they have a challenging and satisfying experience and your teaching is effective for them?
4. What strategies can you use to gain a full understanding of the factors that contribute to the perceptions your students are forming?
5. How might you use perception data to improve student achievement and engagement in your classroom?

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## MT 42-G9 Key Questions To Identify What You Want To Improve

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**Objective:** In this module, participants will learn seven questions they can ask themselves to help improve their teaching.

### MT 42-G9 Test Module

1. If we fail to ask ourselves key questions and make a commitment to become even better:
  - a. We will not get better. \*
  - b. Our impact will grow.
  - c. Students who we might be able to reach will still gain from our mentoring.
  - d. We will still be able to maintain our satisfaction and enjoyment in teaching.
2. Important questions to ask do not include:
  - a. What have you found particularly frustrating this year?
  - b. What might you do now, given another chance?
  - c. What might you do to make your teaching more enjoyable?
  - d. What areas of your work should you avoid? \*
3. When you question yourself, you should:
  - a. Ask yourself how your beliefs about teaching have changed.
  - b. Be concerned if your beliefs have not changed at all as a result of your experiences. \*
  - c. Examine "emotional baggage" that needs to be left behind for you to move forward.
  - d. Ask yourself how you can be more pro-active in your own development.
4. When you set teaching goals, you should:
  - a. Limit yourself to one.
  - b. Let the questions in this module guide you. \*
  - c. Consider only the seven questions in this module.
  - d. Not make yourself uncomfortable.

### Knowledge and Application Questions

1. What thoughts, actions, and beliefs might keep you from approaching parents as-partners? What can you do to rectify this situation, and how might that improve the positive involvement of parents with you?
2. What signs might we see that tell us we have reached a professional plateau?
3. How can we find the right balance between a serious focus on the challenges we face and experiencing fun in and enjoyment from our work?
4. What aspects of your career have you been neglecting or avoiding that could use some attention? What steps will you take? When will you take them?
5. What professional goal have you established for the coming year? What actions will its accomplishment require? How will you know when you have achieved it?