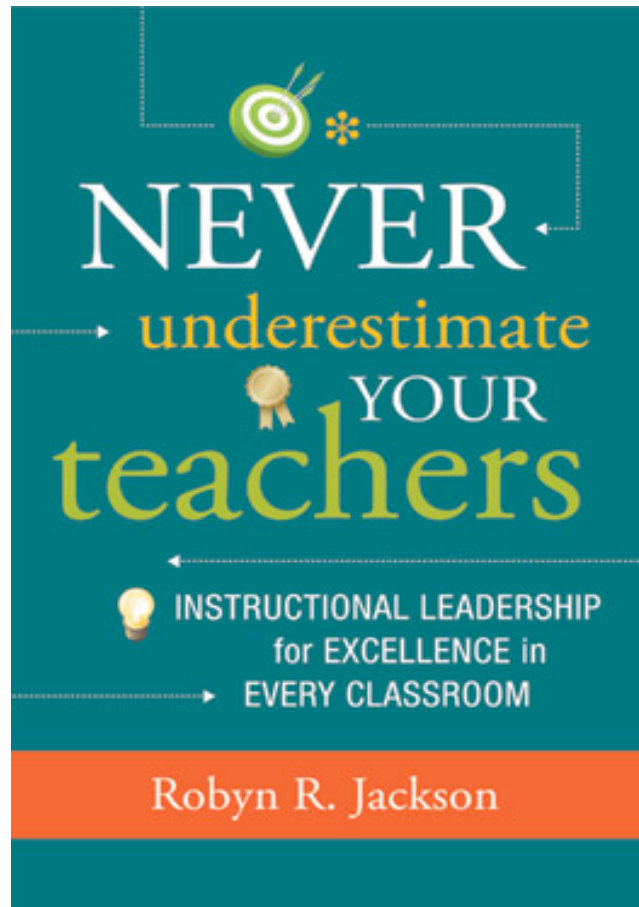


# PROFESSIONAL DEVELOPMENT ADMINISTRATORS' BOOK STUDY

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NAME: \_\_\_\_\_

## Discussion Schedule

Monday, November 17	Introduction
Wednesday, February 18	Chapters 1, 2,
Tuesday, March 24	Chapters 3, 4
	Chapter 5, 6, Conclusion

# Chapter 1: What is Masterful Teaching?

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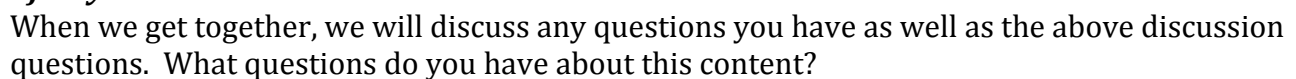
***Before you read...*** Think about the best teachers in your building. What do they do well? How are they masters of their craft?

## ***While you are reading...***

1. Consider the four teachers described at the beginning of the chapter. Make connections to teachers in your building.
2. Why is effective teaching a combination of both will and skill? Can a teacher be effective if he or she only possesses skill or only possesses will?
3. What are the key differences between a teacher with low skill and a teacher with high skill? How might these differences manifest inside the classroom?
4. What are the key differences between a teacher with low will and a teacher with high will? How might these differences manifest outside the classroom?



- After you read...*





# Book Discussion

## Chapter 2: Understanding and Diagnosing Skill

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### ***Before you read...***

How do you define effective instruction? What does it look like? Sound like?

### ***While you are reading...***

1. Consider the seven principles of effective instruction and describe how each principle contributes to a teacher's skill level. Which principle do you believe has the greatest influence on a teacher's overall skill? Why?
2. Which principles are strengths of many teachers in your building? Which principles are relative weaknesses of teachers in your building?
3. How do these effective practices relate to integration of technology (TL2020 goals)?



### ***After you read...***

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



# Book Discussion

## Chapter 3: Addressing Skill

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### ***Before you read...***

How do you/we provide opportunities to teachers to improve their skills? Are we doing a masterful job of this?

### ***While you are reading...***

1. What are the differences between practice that is differentiated, deliberate, and developmental? How do all three types of practice combine to build teacher skill?
2. Think about the eight different strategies for supporting skill development, introduced in Figure 3.2. Which ones feature in your school's current professional development approach? Which ones might we add in order to improve our PD process? What can we do better?
3. Why is it important for apprentices to focus on internalizing teaching skills and learning to apply what they are learning more effectively? What steps might you take with apprentices to support the development of accurate "teacher sense"?



# Book Discussion

4. Why should practitioners focus on synthesis and developing adaptive expertise? What happens if practitioners fail to develop adaptive expertise? How might you work with these to teachers to address the problem?
5. Why do practitioners often make better mentors than master teachers? How might you enlist practitioners in your school's mentoring efforts?
6. Why do master teachers need to continue to improve? How does helping these teachers develop a more mindful practice maintain mastery over time? What are some ways you/we might continue this work with the master teachers in your school?



# Book Discussion

7. Look at the CHAPTER 3 TAKEAWAYS sheet. Select one of the eight strategies for supporting skill development, and explain the key differences in how that professional development opportunity should be tailored for a teacher at each of the four stages of development (novice, apprentice, practitioner, master teacher).

Strategy:	
Novice	
Apprentice	
Practitioner	
Master Teacher	

Other thoughts/connections:



## ***After you read...***

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



# Book Discussion

## Chapter 4: Understanding and Identifying Will

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### ***Before you read...***

Who are your “high-will” teachers? Why do you perceive them as “high-will?”

### ***While you are reading...***

1. What is the key danger of trying to solve a will problem with a skill solution? Have you ever gone down this path? What was the outcome?
2. List the important differences between a teacher with high will and a teacher with low will.
3. Use Tool 3 (see the Appendix, pp. 153–155) to determine your own primary will driver. Do you agree with the results? How does your primary will driver affect the way that you try to motivate teachers? How does it influence your work with teachers?





# Book Discussion

4. What is the difference between the behavior of a high-will teacher who is driven by autonomy and a low-will teacher who is driven by autonomy?
5. How might a new curriculum threaten the will of a teacher who is driven by mastery? What about an unfavorable formal evaluation?
6. What leadership actions or working conditions might lower the will of a high-will teacher who is driven by purpose?
7. Why might a teacher who is driven by belonging have difficult relationships with colleagues? How might this teacher have difficulty with building relationships with students?



# Book Discussion

8. Take a look at the CHAPTER 4 TAKEAWAYS sheet. Identify one teacher you currently serve whom you believe to be driven by each of the four will drivers (autonomy, mastery, purpose, and belonging). Does knowing more about these teachers' primary will drivers give you a new perspective on their behavior? For each teacher, think of an interaction you might have handled differently if you knew then what you know now.

Other thoughts/connections?



## ***After you read...***

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



# Book Discussion

## Chapter 5: Addressing Will

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**Before you read...** Do you have teachers who resist initiatives, changes, etc.?

### ***While you are reading...***

1. Of the five reasons teachers resist (limiting beliefs, assumptions, fear, judgments, and obstacles), which do you believe is most common in your school?
2. How might you use deliberate feedback to feed a teacher's need for mastery? How might nonspecific feedback diminish a mastery-driven teacher's will?
3. How would you explain the difference between autonomy and anarchy? Think of ways you might prevent anarchy while still meeting the independence needs of the autonomy-driven teacher.



4. Why is it so important to explain the reasoning behind an initiative to a purpose-driven teacher? How might you explain the new initiative in a way that will get a purpose-driven teacher to buy in?
5. Why are relationships so important when dealing with belonging-driven teachers? What happens when a belonging-driven teacher struggles with personal relationships? What leadership actions could you take to build positive relationships with belonging-driven teachers?
6. How can you address someone else's will driver while also addressing your own? Why is it so important to do so?



# Book Discussion

7. Review the CHAPTER 5 TAKEAWAYS sheet. What strategies are you using already? Which could you modify to increase effectiveness? What strategies would be a good addition to your leadership repertoire?

Other thoughts/connections?



## ***After you read...***

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?



# Book Discussion

## Chapter 6: Putting It All Together

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**Before you read...** What is the professional culture of your building? Are teachers meeting your expectations?

### *While you are reading...*

1. What is the fundamental attribution error, and how have you seen it play out in school leadership?
2. Why is shaping the environment the best way to overcome teacher resistance?
3. What is the difference between how you move a low-will/low-skill teacher toward mastery and how you move a low-will/high-skill teacher?
4. What are some of the dangers to be aware of when working with high-will/low-skill teachers?



5. High-will/high-skill teachers are often the most neglected teachers in your building, in terms of professional support. What steps might you take to keep these teachers on the pathway to mastery, given that there are other teachers who seem to need your help more?
6. Reflect on the power dynamics surrounding professional development in your school. How will you deal with these dynamics in a way that can move your work with teachers forward?
7. Think about the teachers in your school and an upcoming initiative you want them to embrace. (Perhaps this could relate to TL2020.org) How will you build both their will and their skill so that they will tackle the new initiative successfully?



# Book Discussion

8. Review the CHAPTER 6 TAKEAWAYS sheet and consider how each of the three approaches (shape the environment, shape your leadership approach, manage the power dynamics) is likely to work with the specific teachers you serve. For each teacher type, identify the approach you feel most capable of implementing first.

Other notes/connections?



## ***After you read...***

When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?





# Book Discussion

## Chapter 7: Conclusion

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### ***Before you read...***

How many of your teachers are teacher leaders?

### ***While you are reading...***


1. Do you believe that every teacher can become a master teacher? Why or why not?
2. "If you want to transform your school, you have to transform the people in it." Do you agree with this statement? Why or why not?
3. What is the difference between working hard and getting better? On which does your school seem to focus the most?



# Book Discussion

4. Reread the final caveats (see pp. 135–139) and identify the one that resonates the most with you. What steps will you take to implement this practice within your school? How can we help you?

Other thoughts/connections?

 ***After you read...***  
When we get together, we will discuss any questions you have as well as the above discussion questions. What questions do you have about this content?