

Your Personal Mentoring &
Planning Guide For

THE FIRST 60 DAYS OF



TEACHING

Volume 1

By Robert L. DeBruyn

THE
MASTER TEACHER®
Develop • Support • Honor



Copyright 2014 by THE MASTER TEACHER®

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

THE MASTER TEACHER®

Publisher

Leadership Lane

P.O. Box 1207

Manhattan, Kansas 66505-1207

Phone: 800-669-9633

www.masterteacher.com

ISBN: 978-1-58992-056-9

First Printing 2001

Printed in the United States of America

Table Of Contents

Introduction	vii
Chapter 1 The First Seven Seconds Of The First Day	1
Chapter 2 An Eight-Step Plan For The First Day	7
Chapter 3 Your Three Most Important Decisions	13
Chapter 4 Five Winning Stances For The Entire Year	19
Chapter 5 You Must Teach To Get Results	25
Chapter 6 Teacher Behaviors That Telegraph Expectations	31
Chapter 7 What Can Students Expect From You?	37
Chapter 8 The One Rule You Need	43
Chapter 9 Nine Proven Motivators That Really Work.	49
Chapter 10 Ten Ongoing Ways To Motivate Students To Enhance Performance.	55
Chapter 11 Before You Can Discipline	61
Chapter 12 Counseling Student Attitudes: Do's & Don'ts	67
Chapter 13 Eleven Common-Sense Guidelines For Homework.	73
Chapter 14 Three Techniques For Listening Can Make You A Better Teacher	79
Chapter 15 Parent Conferences Have Four Objectives.	85
Chapter 16 If You Want To Wow Parents.	91
Chapter 17 When, What, How, And Where To Tell Parents	97
Chapter 18 Ten Actions For Making The Most Of Parent Night.	103
Chapter 19 Actual Notes You Can Send Home...To Parents	109
Conclusion: If You Want To Love Your Job	115
Alignment with Charlotte Danielson's Framework for Teaching	119
Alignment with the Marzano Teacher Evaluation Model	121

CHAPTER 1

The First Seven Seconds Of The First Day

When we see our students for the first time, we may not realize how vitally important the first seconds of contact really are. Yet, the truth of the matter is that the first seven seconds we have with students have immediate as well as lasting effects. Understanding this reality can help us prepare—and can alter our entire year with students. Therefore, if we intend to get off to a good start and have a good year, we would be wise to consider the facts and respond accordingly.

The research is very clear.

Roger Ailes is one of the world's foremost experts on communication. He has advised presidents. He has counseled some of the most successful Fortune 500 business professionals regarding how to improve communication skills. And he has been the CEO of both CNBC and America's Talking and the President of the Fox News Channel. For over four decades, his influence has grown, and now its dimensions are both wide and deep. The advice of Roger Ailes should not be discounted by any professional educator—especially a new teacher.

Ailes says that the truths of good communication are available to all of us. And foremost among these truths are his findings on “the first seven seconds.” He reminds us that the research is very clear: We start to make up our minds about other people immediately—within the first seven seconds of meeting them. Ailes says it's a very primitive action, but “consciously or unconsciously, we're signaling to other people what our true feelings are” when we have contact with them. And we are sending a message regarding “what we really

Notes

Notes

want to have happen in an encounter” or in our relationships with them. Therefore, in the first seven seconds, we begin to say things to ourselves which have lasting impact.

For instance, as teachers, we ask ourselves, “Do I need to be alarmed by this student? Is this a good person? Is he or she friendly? What are the intentions of this student?” In effect, we rapidly go through a series of options and “arrive at” and “settle on” a general perception of that student. Without doubt, students do the same with us. If we think not, we are mistaken. And this is one mistake that may prove costly to both us and our students.

After the first seven seconds, we just process our perceptions.

There is a second truth. Ailes says that once the first seven seconds have passed, it’s extremely difficult to reverse that first impression. This reality can have catastrophic consequences for teachers who don’t understand the signals they send to students. “After that initial seven seconds,” he says, “we’re just fine-tuning everything that we perceived.” If later behavior doesn’t fit with positive first impressions, we ask ourselves, “Gee, I liked him before. Why don’t I like him now?” However, we try to make our later impressions conform to the framework of the decisions we made in the first seven seconds. For teachers, this second truth is very important. If students’ first reaction is to distrust us or believe that we are unfair or uncaring, it’s going to be hard to change their minds. However, when we come across as enthusiastic, caring, and genuine in the first seven seconds, the seeds we want to sow are planted.

Ailes’ third truth emphasizes the need for the ability to make students comfortable. He insists this is the number one talent of all great communicators. Students should be able to look into our eyes and immediately know we like them and, therefore, wouldn’t do anything to hurt them. When such is the case, we will automatically produce an ineffable quality: Likability. Ailes calls likability the “magic bullet.” If students like us, they will forgive just about anything we do wrong.

Unfortunately, however, he says likability is hard to define. To be considered likable, one must exhibit four enduring characteristics—integrity, respect for others, trustworthiness, and honesty. What is more, likable people tend to be optimists, which makes sense. After all, it’s hard to like anyone who responds by saying “horrible” when

asked “How was your day?” But Ailes says the *most important element* shared by people who are liked is that they like other people—and genuinely care about the well-being of others. This characteristic makes them likable. He also insists that, in general, people who go “overboard” or try hard to be likable aren’t. Therefore, our task the first day is to *be ourselves* and make sure students know our intent is to open doors of opportunity and success for them.

**The Master Teacher knows
there are four essential
qualities we must master.**

The Master Teacher never discounts the paramount importance of beginnings. And the first seconds of class are among the most important of all. To deliver the message and establish the teacher-student relationships we want, we must master what Ailes considers to be four essential qualities.

First and foremost, we must be prepared. Students must have confidence that we know what we are talking about—and know that we’ve prepared ourselves to teach them.

Second, the Master Teacher knows we must have the ability to make students comfortable and safe with us, their classmates, and what we are teaching. We need to recognize that teachers who are comfortable and make students comfortable don’t overreact to people, situations, or events by being negative, getting uptight, or blowing up. Keeping our emotions in check helps make students feel comfortable and safe being with us.

Third, the Master Teacher believes we must be committed. Ailes says commitment is critical because when we care, we perform at a higher level.

Fourth, the Master Teacher is aware that we must be caring, interesting, and enthusiastic. We must use our individuality and creativity. After all, a caring, interesting, and enthusiastic teacher stimulates students’ curiosity and passion for learning. It all begins with the first seven seconds. We have important decisions to make in how we will use them.

Notes

Personal Learning Journal

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

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

I. Learning/Planning

a. What did I already know about this topic?

b. What did I learn that was new?

II. Action/Application

a. What did I do that worked?

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

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

III. Reflection/Assessment

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

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

c. How can I get this information?

IV. Change/Adjustment

a. What will I do differently the next time?

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

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