

SECTION: I

Revision Synopsis

● MASTER EDUCATOR REVISION SYNOPSIS

GLOBAL COMMENTS

Featured changes in the third edition that are found throughout the textbook:

1. Each chapter contains review questions. Answers to review questions are found in the Instructor Resource Lesson Plan for that chapter.
2. The Enabling Exercises have been removed from each chapter. Such activities are now included in the Learning Reinforcement Ideas and Activities and more are now found in the accompanying Course-Mate product.
3. Each chapter contains new features, including Critical Concepts, The Master Educator, Consider and Connect, and It's worth remembering.
4. The motivational or inspirational quotes have been removed from each chapter.
5. Except for Part Two, the chapter content has been made more generic and less specific to the beauty and wellness sector of education.
6. Based on reviewer feedback, the chapters have been reorganized as follows: The Volumes have been eliminated and the chapters flow one after the other; from end to end. Part I – Basic Teaching Skills for Career Education Instructors; Part II – Cosmetology Discipline-Specific Content; Part III – Professional Development for Career Education Instructors.

THE MASTER EDUCATOR 3RD EDITION	MILADY'S MASTER EDUCATOR 2ND EDITION	SYNOPSIS OF SIGNIFICANT CHANGES
<p>PART I: Basic Teaching Skills for Career Education Instructors</p> <p>Chapter 1: The Career Education Instructor</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • List the qualities and characteristics desired in a master educator. • Perform the key concepts in time management and event control. • Practice the strategies for building self-confidence. • Adopt steps for independent action and self-control. • Implement the actions for self-motivation. • Develop enthusiasm. • Practice the steps to developing a winning personality and positive attitude. 	<p>VOLUME I</p> <p>Chapter 1: The Career Education Instructor</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the importance of developing the qualities and characteristics desired in a master educator. • Perform the key concepts in time management and event control. • Put into practice the strategies for building self-confidence. • Practice the steps for independent action and self-control. • Implement the actions for self-motivation. • Adopt behaviors necessary for developing enthusiasm. • Practice the steps to developing a winning personality and positive attitude. 	<p>There are no significant content changes to the revised chapter.</p>

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<p>Chapter 2: The Teaching Plan and Learning Environment</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List the benefits of effective organization and teacher preparation. Lists characteristics that are common among adult learners. State the goals of classroom arrangement and organization. Perform the administrative tasks required of the educator and explain what they include. 	<p>VOLUME I</p> <p>Chapter 2: The Teaching Plan and Learning Environment</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify, prepare, and organize elements of effective teaching. Identify various types of classroom arrangements and explain the types of educational activities for which they are best suited. Understand the importance of administrative tasks required of the educator and explain what they include. 	<p>There are no significant content changes to the revised chapter.</p>
<p>Chapter 3: Teaching Study and Testing Skills</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List and explain reading skills. List note-taking and highlighting skills. Explain 15 strategies for effective studying. Avoid five failure habits. Identify key elements in developing a study group. Explain the importance of training students in test-wise strategies. 	<p>VOLUME II</p> <p>Chapter 4: Teaching Study and Testing Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand reading and study skills. List note-taking and highlighting skills. Understand 15 strategies for effective studying. Know how to avoid five failure habits. Identify key elements in developing a study group. Explain why training students in test-wise strategies is important. 	<p>There are no significant content changes to the revised chapter.</p>
<p>Chapter 4: Basic Learning Styles and Principles</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List the four important steps in learning. Explain eight distinct intelligences and how they impact learning. List the benefits of identifying learning styles for students. 	<p>VOLUME I</p> <p>Chapter 3: Basic Learning Styles and Principles</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain why learning styles are important. Define learning styles or profiles. List the four steps in learning. Explain eight distinct intelligences and how they impact learning. 	<p>There are no significant content changes to the revised chapter.</p>

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<p>Chapter 5: Basic Methods of Teaching and Learning</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Define teaching. • Explain what is meant by <i>teaching methods</i>. • Explain what is meant by <i>learning methods</i>. • Explain the purpose and use of interactive lectures, demonstrations, group discussions, peer coaching, and role-playing in learning. • Discuss why window paning is an effective method of learning. • Explain the purpose and benefits of field trips and using guest speakers in learning. • Demonstrate mind mapping and explain why it is an important learning method. • Explain the use and purpose of projects, workbooks, partially complete handouts, case studies, and concept connectors. • Explain the purpose and benefits of visualization and the use of stories and anecdotes in the educational process. • Explain the use of mnemonics, energizers, characterizations, experiments, humor, games, and group synergy. 	<p>VOLUME I</p> <p>Chapter 5: Basic Methods of Teaching and Learning</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define teaching, learning, and teaching methods. • Explain the purpose and use of lectures, demonstrations, group discussions, peer coaching, role-playing, and the discovery method of learning. • Explain why window paning is an effective method of teaching and learning. • Explain the purpose and benefits of field trips and using guest speakers in the classroom. Understand the concept of mind mapping and demonstrate its use. • Explain the use of projects, workbooks, partially complete handouts, case studies, and concept connectors. • Explain the purpose and benefits of visualization in the educational process and how stories and anecdotes can increase learning retention. • Explain the use of mnemonics, energizers, characterizations, experiments, humor, games, and group synergy. 	<p>The reference to the C-R-E-A-T-E format for developing interactive presentations has been deleted from this chapter because it is covered in detail in Chapter 7.</p>
<p>Chapter 6: Communicating Confidently</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Define communication. • Identify barriers to communication. • Listen more effectively. • Recognize your communication style. • List key tips for communicating confidently. • Explain strategies for in-school communication. 	<p>VOLUME II</p> <p>Chapter 2: Communicating Confidently</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Examine the communication process. • Identify barriers to communication. • Learn how to listen more effectively. • Recognize your communication style. • Identify and deal with contrary characters. • Review key tips for communicating confidently. • Understand strategies for in-school communication. 	<p>The steps to increasing personal awareness of learners have been moved from the new chapter seven, to this chapter on communications.</p>

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<p>Chapter 7: Effective Presentations</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain what is meant by the acronym C-R-E-A-T-E with respect to education in the classroom. • Identify the various components of powerful presentations. • Explain the 10 methods used for inspiring learner motivation. • List ten elements important to powerful openings. • Explain the purpose of a closing all presentations with impact. • List five methods used to strengthen the body or major content of a lesson. • List six effective methods used to facilitate transitions. • State five methods for varying the stimuli within a lesson. • Explain the difference between low-order and high-order questions. • Explain why reinforcement during a lesson is important. 	<p>VOLUME I</p> <p>Chapter 8: Effective Presentations</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain what is meant by the acronym C-R-E-A-T-E with respect to education in the classroom. • Identify the various components of powerful presentations. • Explain the 10 methods used for inspiring learner motivation. • Understand the importance of powerful openings and closings in each presentation. • Employ methods to strengthen the body or major content of a lesson. • Explain and identify methods for transition and varying the stimuli within a lesson. • Explain the importance of effective questioning and reinforcement during a lesson. 	<p>The steps to increasing personal awareness of learners has been moved to chapter 6, Communicating Confidently. There are no significant content changes to the revised chapter.</p> <p>However, there is a new reference to incorporating more technology into classroom presentations and referral of students to Chapter 11: Educational Aids and Technology in the Classroom.</p>
<p>Chapter 8: Effective Classroom Management and Supervision</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain low-profile and direct, high-profile control techniques that are used in dealing with learner misconduct. • Explain specific techniques used in remedying misconduct. • Explain the difference between a situational barrier to learning and a chronic barrier to learning. • Describe various difficult learner behaviors and explain methods for managing them. • List and explain four enemies of conflict management. 	<p>VOLUME I</p> <p>Chapter 4: Effective Classroom Management and Supervision</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the principles of managing learner behavior. • Explain low-profile and direct, high-profile control techniques that are used in dealing with learner misconduct. • Understand the basic principles involved with academic advising and counseling of students. • Define what is meant by barriers to learning. • Describe various difficult learner behaviors and explain methods for managing them. • Understand the basic principles of conflict management. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> • The Top 10 Guidelines for Effective Reprimands. • The discussion on educator professionalism has been expanded slightly. <p>Information that has been deleted from this chapter in the third edition includes:</p> <ul style="list-style-type: none"> • The detailed discussion on academic advising as the topic is covered in detail in chapter 12. • The "Bottom of the Barrel" strategy for attention seeking behavior.

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<p>Chapter 9: Achieving Learner Results</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List "major life activities." Define the term <i>learning disability</i>. Explain the four stages of information processing in learning. Use questions to help determine if a student is projecting symptoms of dyslexia and ADHD. List symptomatic chronic behaviors of students. List strategies for alleviating learner anxiety. State three strategies for fast-paced learners. 	<p>VOLUME II</p> <p>Chapter 2: Achieving Learner Results</p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand the importance of facilitating learning for all students, regardless of their abilities. Recognize symptomatic chronic behaviors of students and employ strategies that can be used to reach them. Be able to prepare an accommodation plan for learners with special needs. Identify symptoms of learners with ADHD and dyslexia and understand how to teach to their needs. Recognize and alleviate barriers to learning. 	<p>Information new to the third edition includes:</p> <ul style="list-style-type: none"> Considerations for handout development. A new example of using mnemonics. A brief discussion on teaching fast-paced learners.
<p>Chapter 10: Program Review, Development, and Lesson Planning</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List the steps in the curriculum-development process. Explain the purpose of the use of an advisory council in the curriculum development process. Define the three domains for instructional outcomes and write learning objectives for each. Conduct a sound orientation program for new students. Explain the value and advantages of lesson planning. Describe each component of a lesson plan. 	<p>VOLUME I</p> <p>Chapter 6: Program Review, Development, and Lesson Planning</p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand the steps in the curriculum-development process. Understand the importance and effectiveness of the use of an advisory council in the curriculum-development process. Define the three domains for instructional outcomes and write learning objectives for each. Understand the importance of a sound orientation program for new students. Know the value and advantages of lesson planning. Explain what each component of a lesson plan represents. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> A new review activity in lesson planning.

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<p>Chapter 11: Educational Aids and Technology in the Classroom</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List the 10 advantages for using educational aids. List the eight important concepts to consider when preparing and selecting visual aids. Explain the guidelines for effective use of multipurpose boards and flip charts. Explain the basic rules for preparing and using slides. List key benefits of using electronic whiteboards. Employ the general guidelines that should be considered when using projected materials. Integrate technology into educational programs. 	<p>VOLUME I</p> <p>Chapter 7: Educational Aids and Technology in the Classroom</p> <p>Objectives:</p> <ul style="list-style-type: none"> List the 10 advantages of using educational aids. Understand the eight important concepts to consider when preparing and selecting visual aids. Identify the four categories of instructional materials. Identify the types of standard, nonprojected print materials used in classrooms and explain their use. Explain the guidelines for effective use of multipurpose boards and flip charts. Understand the basic rules for preparing and using transparencies. Understand the general guidelines that should be considered when using projected materials. Understand the importance of integrating technology into educational programs. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> Brief discussion about the use of e-Books. The use of study guides. Brief discussion about the use of online apps such as exam reviews, CD-ROMS, and DVDs. Examples of how schools are using iPads and apps in the learning process. Discussion about online courses and examination preparation. Discussion about the use of social media. <p>Content deleted from the third edition includes:</p> <ul style="list-style-type: none"> Discussion about the use of overhead transparencies was reduced. General guidelines for using projected materials were removed from the conclusion and placed in the main chapter.
<p>Chapter 12: Assessing Progress and Advising Students</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> Explain the purpose of grading. Explain what categories should be graded and when grading should occur. List the characteristics of eight different types of grading styles. Establish a test plan. List advantages and disadvantages of various types of questioning used in evaluation. Explain the purpose and use of Likert scales, rating scales, checklists, performance checklists, multiple-category grading, rubrics, and point grading. Explain the basic principles and steps involved in academic advising of students. 	<p>VOLUME I</p> <p>Chapter 9: Assessing Progress and Advising Students</p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand the purpose of grading. Explain what categories should be graded and when grading should occur. List the characteristics of nine different types of grading styles. Understand the importance of establishing a test plan. List advantages and disadvantages of various types of questioning used in evaluation. Explain the purpose and use of Likert scales, rating scales, checklists, performance checklists, multiple-category grading, rubrics, and point grading. Understand the basic principles and steps involved with academic advising of students. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> The Sample Test Plan subject area has changed as well as the accompanying test sample. A discussion on project-oriented evaluation. All sample grading charts have been updated. Performance checklist has been revised to evaluate proper hand washing procedure. Point Grading chart has been revised to evaluate client/patient communications. The sample rubric has been revised to evaluate proper hand washing procedure. Sample questions to ask during academic advising sessions. <p>No significant content was deleted from this chapter.</p>

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<p>PART II: Basic Teaching Skills for Beauty and Wellness Instructors.</p> <p>Chapter 13: Making the Student Salon an Adventure</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain a key benefit of having student salon revenue contribute to the institution's revenue. • Describe the personal role of every institution team member. • Explain why developing success habits while students are in institution will contribute to their later success in the salon. • Assist learners in developing a solid client base using referrals, rebooking, and ticket upgrading. • List examples of how the institution team can work together to ensure the institution presents the best possible image. • List basic standards that might be established for the effective operation of a reception desk and dispensary. • Explain the most important record-keeping requirements of the student salon in the institution. • Implement zone teaching. 	<p>VOLUME I</p> <p>Chapter 10: Making the Student Salon an Adventure</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the role played by the clinic/student salon in the school's achievement of optimum profit. • Understand the personal role of every school team member. • Assist learners in developing a solid client base using referrals, rebooking, and ticket upgrading. • Explain why developing success habits while students are in school will contribute to their later success in the salon. • Understand why the school's image is so important and give examples of how the school team can work together to ensure the school presents the best possible image. • Explain the basic standards that might be established for the effective operation of a reception desk and dispensary. • Explain the most important record-keeping requirements of a school clinic/student salon. • Understand the three elements of zone teaching. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> • A revised 15-Point Profile. • Discussion regarding cultivating satisfied clients has been expanded. • Top 10 Tips for Email Etiquette. • Acknowledgement notes. • Portfolio checklist. • Additional elements for targeting the school for employment.

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<p>Chapter 14: Career and Employment Preparation</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain the importance of preparing for employment. • Write an achievement-oriented resume and prepare an employment portfolio. • Complete a typical employment application and be prepared to complete an effective employment interview. • Explain strategies to maintain employment once it is obtained. • Explain the importance of keeping accurate school records. • Explain the importance of the reception area to a school's success. • Demonstrate good school telephone techniques. 	<p>VOLUME I</p> <p>Chapter 11: Career and Employment Preparation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain the importance of preparing for employment. • Write an achievement-oriented resume and prepare an employment portfolio. • Complete a typical employment application and be prepared to complete an effective employment interview. • Explain strategies to maintain employment once it is obtained. • Explain the importance of keeping accurate school records. • Discuss the importance of the reception area to a school's success. • Demonstrate good school telephone techniques. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> • Expanded discussion on networking while in school. • Characteristics helpful for getting the job you want. • Expanded content on the do's and don'ts of resume development. <p>No significant content has been deleted from the third edition.</p>
<p>Chapter 15: The Art of Retaining Students</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain the importance of implementing a sound student-retention program. • Write a mission and vision statement. • Explain the role of administrative policies in institution operations. • Develop a unique institution culture. • Explain the effects of admissions and new-student orientation policies on student retention. • Instill student ownership in the institution. • Deliver effective curriculum content. • Explain the importance of holding the highest level of enthusiasm when teaching. • Deliver excellent student service. • Explain the importance of professional development as an educator. • Practice recognition and praise in the educational process and institution success. 	<p>VOLUME II</p> <p>Chapter 8: The Art of Retaining Students</p> <ul style="list-style-type: none"> • Understand the critical components of implementing a sound student-retention program. • Know how to write mission and vision statements. • Recognize the role of administrative policies in school operations. • Develop a unique school culture. • Understand the effect of admissions and new-student orientation policies on student retention. • Understand how to instill student ownership in the school. • Deliver effective curriculum content. • Deliver excellent student service. • Understand the importance of professional development as an educator. • Know the value of recognition and praise in the educational process and school success. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> • Revised climate questionnaire. <p>No significant content has been deleted from the chapter.</p>

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<p>Part III Professional Development for Career Education Instructors</p> <p>Chapter 16: Educator Relationships</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain the importance of effective communication. • Identify the various types of relationships necessary to function successfully as a master educator. • Practice effective listening skills and other steps necessary for building effective relationships. • Identify the basic needs shared by learners of today. • Explain the four critical principles used when correcting a learner's performance. • Identify both destructive tactics and constructive tactics used when dealing with learners. • Explain the purpose of the transfer technique. • List the 10 steps an educator can take to cultivate a positive relationship with superiors. • List the "golden rules" of human relations. 	<p>VOLUME II</p> <p>Chapter 1: Educator Relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> • List the "golden rules" of human relations. • Explain the importance of effective communication. • Understand the various types of relationships necessary to function successfully as a master educator. • Practice effective listening skills and other steps necessary for building effective relationships. • Identify six of the basic needs shared by learners of today. • Explain the four critical principles used when correcting a learner's performance. • Identify both destructive tactics and constructive tactics used when dealing with learners. • Explain the purpose of the transfer technique. • Understand important tactics used for handling unpleasant criticism and when disagreeing with others. • Know the 10 steps an educator can take to cultivate a positive relationship with superiors. 	<p>There are no significant changes to this chapter of the third edition. Some of the content has been rearranged to improve flow of information.</p>
<p>Chapter 17: Learning is a Laughing Matter</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • List the best conditions for learning. • Define learning and laughter. • Explain the theories of what makes us laugh. • List the mental, physical, and work related benefits of laughter. • Explain the four stages of humor competence. • Identify strategies for improved creativity. • List ways to integrate humor in the workplace and classroom. 	<p>VOLUME II</p> <p>Chapter 3: Learning is a Laughing Matter</p> <p>Objectives:</p> <ul style="list-style-type: none"> • List the best conditions for learning. • Define learning and laughter. • Explain the theories of what makes us laugh. • List the mental, physical, and work-related benefits of laughter. • Explain the four stages of humor competence. • Identify strategies for improved creativity. • List ways to integrate humor in the workplace and classroom. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> • A brief discussion about National Humor Month <p>No significant content has been deleted from this chapter.</p>

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<p>Chapter 18: Teaching Success Strategies for a Winning Career</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> List the six strategies and principles to achieve a winning career. List specific actions students can use to pay value to themselves. List specific actions students can use for self-motivation. List specific actions students can use for expecting to win. List specific strategies students can use to manage their goals. List specific methods students can follow to adopt a strong work ethic. List specific methods students can follow to value their clients. 	<p>VOLUME II</p> <p>Chapter 5: Teaching Success Strategies for a Winning Career</p> <p>Objectives:</p> <ul style="list-style-type: none"> Understand reading and study skills. List note-taking and highlighting skills. Understand 15 strategies for effective studying. Know how to avoid five failure habits. Identify key elements in developing a study group. Explain why training students in test-wise strategies is important. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> Discussion about making choices for self-motivation. Expanded discussion on strategies for self-motivation. Revised Ten Commandments of Superior Customer Service <p>No significant content has been deleted from this chapter.</p>
<p>Chapter 19: Teams at Work</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> Define the concepts of teamwork and team motivation. List the 10 qualities team members are looking for in their work environment. Explain the qualities required of a dynamic leader. Identify the six key steps in team building. List the 10 elements required in building team essentials. 	<p>VOLUME II</p> <p>Chapter 6: Teams at Work</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define and understand the concepts of teamwork and team motivation. List the 10 qualities team members are looking for in their work environment. Know the qualities required of a dynamic leader. Understand the six key steps in team building. List the 10 elements required in building team essentials. Be able to think like geese. 	<p>There are no significant changes to the revised chapter.</p>

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<p>Chapter 20: Evaluating Professional Performance</p> <p>Desired Performance Goals:</p> <ul style="list-style-type: none"> • Explain the purpose of performance evaluation. • List the general standards of performance that may be considered in a formal evaluation. • Explain the qualities for satisfactory performance within each evaluation area. • Identify the various sources available for performance assessment and explain the benefits of each. • List the steps required in developing a professional development plan. • Explain the importance of pursuing continuing education as a professional educator. 	<p>VOLUME II</p> <p>Chapter 9: Evaluating Professional Performance</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the purpose of performance evaluation. • Explain the general standards of performance that may be considered in a formal evaluation. • Explain the qualities for satisfactory performance within each evaluation area. • Identify the various sources available for performance assessment and explain the benefits of each. • Understand the importance of and steps required in developing a professional development plan. • Understand the importance of pursuing continuing education as a professional educator. 	<p>New information found in the third edition includes:</p> <ul style="list-style-type: none"> • Revised employee review report • Revised job duties for an instructor • Revised graduate survey • Revised graduate employer survey <p>No significant content has been deleted from this chapter except for references to specific disciplines.</p>

