

# MASTER EDUCATOR 3E to MILADY PROFESSIONAL EDUCATOR 4E TRANSITION GUIDE

## NOTE TO EDUCATORS

This transition guide was developed to share the primary differences between *Master Educator, 3rd ed.* (© 2014) and *Milady Professional Educator, 4th ed.* (© 2022). Educators will learn the extent to which chapter content has changed or remained the same between the two editions and can use this guide as a roadmap for how the 20 previous chapters translate to the 18 new chapters.

Additionally, new Activities, Instructor Toolbox features, Case Studies, and Spotlights on Success have been added throughout all chapters, enriching the content and providing additional engagement for student and instructor alike.

TRANSITION GUIDE		
<i>Milady Professional Educator, 4th ed.</i>	<i>Master Educator, 3rd ed.</i>	Significant Changes
<b>Part 1: Fundamentals for Educators</b>		
<p><b>Chapter 1: The Professional Educator</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify areas of personal growth for a professional educator.</li> <li>2. Describe the qualities that contribute to an educator's success in the learning environment.</li> <li>3. Outline the characteristics looked for when hiring a professional educator.</li> </ol>	<p><b>Chapter 1: The Career Education Instructor</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the qualities and characteristics desired in a master educator.</li> <li>2. List the key concepts in time management and event control.</li> <li>3. Practice the strategies for building self-confidence.</li> <li>4. Adopt steps for independent action and self-control.</li> <li>5. Implement the actions for self-motivation.</li> <li>6. Develop enthusiasm.</li> <li>7. Practice the steps to develop a winning personality and a positive attitude.</li> </ol>	<p>Note for all chapters: <i>Learning environment</i> is used to refer to wherever learning takes place and includes classrooms, student salons, online spaces, and so on. Specific terms are used when the distinction is important.</p> <p>All chapters now include a clear introduction section that explains <i>why</i> learners need to know the information that follows and <i>how</i> it contributes to their future success.</p> <ul style="list-style-type: none"> <li>• Content gathered into three headers: Areas for Personal Growth, Qualities for Classroom Success, and Qualities for Employment Success.</li> <li>• Additional and updated examples added throughout, such as motivational videos, blogs, podcasts, and apps replacing motivational tapes.</li> <li>• Emphasis upon organization as a key to success.</li> </ul>

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<b>Part 1: Fundamentals for Educators</b>		
<p><b>Chapter 2: Study and Testing Skills</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain specific study skills that will contribute to learner success.</li> <li>2. Define the benefits of different study strategies to the learner's overall success.</li> <li>3. List the positive influences of a healthy body and mind on learner success in school.</li> <li>4. Describe how effective test-taking skills can enhance learner performance on exams.</li> <li>5. Outline strategies educators can use that will improve learner studying and testing behaviors.</li> </ol>	<p><b>Chapter 3: Teaching Study and Testing Skills</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List and explain reading skills.</li> <li>2. List note-taking and highlighting skills.</li> <li>3. Explain 15 strategies for effective studying.</li> <li>4. Avoid five failure habits.</li> <li>5. Identify key elements in developing a study group.</li> <li>6. Explain the importance of training students in test-wise strategies.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-study introduced as a concept.</li> <li>• Technology identified as both a tool, such as note-taking apps and text-to-speech programs, and as a potential distraction, such as social media, when it comes to effective study time.</li> <li>• Organization and timing emphasized as study strategies.</li> <li>• Importance of establishing a routine and signing in to class stressed for online learning in particular.</li> <li>• Impact of diet, hydration, and exercise on learning detailed.</li> <li>• Testing accommodations introduced and recommended for students in need.</li> <li>• Case studies and practical exams added to test-taking strategies.</li> <li>• Educator strategies identified as both maintaining the educational environment and imparting strong study skills in learners themselves.</li> </ul>

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<b>Part 1: Fundamentals for Educators</b>		
<p><b>Chapter 3:</b> Learner Characteristics and Learning Principles</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss different learner characteristics that may influence how an educator chooses to deliver content.</li> <li>2. Describe the principles of learning styles and profiles.</li> <li>3. Identify teaching strategies appropriate for each of the nine intelligences.</li> <li>4. Discuss the educator's role in managing different intelligences in the learning environment.</li> </ol>	<p><b>Chapter 4:</b> Basic Learning Styles and Principles</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the four important steps in learning.</li> <li>2. Explain eight distinct intelligences and how they impact learning.</li> <li>3. List the benefits of identifying learning styles for students.</li> </ol> <p><b>Chapter 2:</b> The Teaching Plan and Learning Environment</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the characteristics that are common among adult learners.</li> </ol>	<ul style="list-style-type: none"> <li>• Discussion of learner characteristics moved to the beginning of this chapter and updated to reflect changes in language, particularly around gender, along with how educators can respond to and embrace the growing diversity of their students.</li> <li>• Multiple intelligences cleaned up and expanded to include Gardner's ninth intelligence: Existential Intelligence. Emphasis remains on specific study/teaching tips for each intelligence, updated for the digital classroom.</li> <li>• Importance of identifying learning styles reworked into why identify, how to identify, and how to manage and teach toward multiple intelligences.</li> </ul>

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<b>Part 1: Fundamentals for Educators</b>		
<p><b>Chapter 4:</b> Methods of Teaching and Learning</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss teaching methods that facilitate an interactive learning experience.</li> <li>2. Describe effective teaching methods for generating learner engagement and excitement.</li> <li>3. List approaches educators can use to better facilitate learning and material retention.</li> <li>4. Explain how to enable distance learning for learners.</li> </ol>	<p><b>Chapter 5:</b> Basic Methods of Teaching and Learning</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Define <i>teaching</i>.</li> <li>2. Explain what is meant by <i>teaching methods</i>.</li> <li>3. Explain what is meant by <i>learning methods</i>.</li> <li>4. Explain the purpose and use of interactive lectures, demonstrations, group discussions, peer coaching, and role-playing in learning.</li> <li>5. Discuss why window paning is an effective method of learning.</li> <li>6. Explain the purpose and benefits of field trips and using guest speakers in learning.</li> <li>7. Demonstrate mind mapping and explain why it is an important learning method.</li> <li>8. Explain the use and purpose of projects, workbooks, partially complete handouts, case studies, and concept connectors.</li> <li>9. Explain the purpose and benefits of visualization and the use of stories and anecdotes in the educational process.</li> <li>10. Explain the use of mnemonics, energizers, characterizations, experiments, humor, games, and group synergy.</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter refocused on four sections—teaching, engagement, learning, and online methods—with increased attention to application and examples throughout.</li> <li>• “Teaching Methods” includes instructor-centric content like making interactive lectures effective (and why lecture is still relevant); a new section on icebreakers; a discussion on building relevancy and getting student buy-in; technological updates to characterizations, cartoons, and energizers; and a section on getting the most from videos.</li> <li>• “Engagement Methods” gathers more student-focused material like activities (a new section that adds simulations to projects and experiments), games (including online quiz games), field trips (virtual or in-person), and guest speakers (virtual or in-person) and introduces the concept of the flipped classroom.</li> <li>• “Learning Methods” pulls together existing content on how educators can elaborate on material to increase retention, such as mind mapping and concept connectors.</li> <li>• “Online Methods” is a new section on teaching courses entirely or partially online, with all the challenges and opportunities that come with that. Special emphasis is placed on distance learning, whether through a blended approach or entirely online. Online learning is covered further in Chapter 6: Education Aids and Technology.</li> </ul>

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<p><b>Chapter 5:</b> Program Development and Lesson Planning</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Outline approaches instructors should take to prepare for teaching and to organize learner information.</li> <li>2. Explain the steps in the curriculum development process.</li> <li>3. Define the parameters of an effective program outline.</li> <li>4. Describe strategies for successful lesson plan development.</li> <li>5. State the goals of a comprehensive orientation program.</li> </ol>	<p><b>Chapter 10:</b> Program Development and Lesson Planning</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the steps in the curriculum development process.</li> <li>2. Explain the purpose of the use of an advisory council in the curriculum-development process.</li> <li>3. Define the three domains for instructional outcomes and write learning objectives for each.</li> <li>4. Conduct a sound orientation program for new students.</li> <li>5. Explain the value and advantages of lesson planning.</li> <li>6. Describe each component of a lesson plan.</li> </ol> <p><b>Chapter 2:</b> The Teaching Plan and Learning Environment</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the benefits of effective organization and teacher preparation.</li> </ol>	<ul style="list-style-type: none"> <li>• The bulk of the changes to this chapter involve updating it to match the most current Milady instructor materials. For example, the specific elements of the lesson plan breakdown are selected to reflect those present in Milady's latest lesson plans. Other updates are made to keep up with NACCAS changes since the last edition.</li> <li>• Discussion on getting organized fittingly begins the chapter, which is largely about the importance of organization.</li> <li>• <i>Curriculum</i> and <i>program</i> are distinguished.</li> <li>• Decision about whether a program will be synchronous, asynchronous, or a combination of both is presented as the first step in the development process. The impacts of this decision are addressed through the process, such as when it comes to divide material between in-person or distanced teaching.</li> <li>• Online considerations are included throughout the chapter, such as tracking online student information or course material or encouraging learners to fill out their online learning profiles.</li> </ul>

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<p><b>Chapter 6:</b> Educational Aids and Technology</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain how the use of educational aids can enhance the learning environment.</li> <li>2. Outline the criteria used to select appropriate educational aids.</li> <li>3. Describe how to use different nonprojected educational aids to augment learning.</li> <li>4. Summarize the impact of technology on the learning environment.</li> </ol>	<p><b>Chapter 11:</b> Educational Aids and Technology in the Classroom</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the 10 advantages for using educational aids.</li> <li>2. List the eight important concepts to consider when preparing and selecting visual aids.</li> <li>3. Explain the guidelines for effective use of multipurpose boards and flip charts.</li> <li>4. Explain the basic rules for preparing and using slides.</li> <li>5. List key tips for using electronic whiteboards.</li> <li>6. Employ the general guidelines that should be considered when using projected materials.</li> </ol>	<ul style="list-style-type: none"> <li>• Theory behind why educational aids are important and how to select good ones is largely unchanged, with the exception of added emphasis on engagement, reaching a variety of learners, ensuring legibility, and preparation.</li> <li>• Educational aids and technology are separated, with outdated examples removed and new ones added throughout.</li> <li>• Blogs, media centers, and podcasts are added to print and nonprojected multimedia materials; newspaper clippings and CD-ROMs are deemphasized.</li> <li>• Technology, formerly "Projected Audiovisual Material," is heartily overhauled and begins with a discussion of the benefits, challenges, and expectations surrounding technology in education.</li> <li>• Technology is further divided into Tools and Content (videos, instructor support slides, software and apps, and social media), Equipment (television and projectors, electronic whiteboards, computers, tablets, and phones), and Online Learning. Overhead projectors and transparencies are removed.</li> <li>• Online Learning digs deeper into the reality of Internet-connected teaching today, with sections on digital learning platforms (including LMS) and video conferencing. As with older educational aids, guidelines are included for newer technologies as well.</li> </ul>

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<p><b>Chapter 7:</b> Communicating Confidently</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Illustrate the communication cycle as it relates to the sender and the receiver.</li> <li>2. Describe how a message may be conveyed both verbally and nonverbally.</li> <li>3. Define the role of active listening in the communication cycle.</li> <li>4. Describe the four different communication styles.</li> <li>5. List strategies for effective communication.</li> <li>6. Outline strategies to overcome four different types of communication barriers encountered in the learning environment.</li> <li>7. Define the different relationships encountered in the learning environment that require effective communication skills to be successful.</li> </ol>	<p><b>Chapter 6:</b> Communicating Confidently</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Identify barriers to communication.</li> <li>3. Listen more effectively.</li> <li>4. Recognize your communication style.</li> <li>5. List key tips for communicating confidently.</li> <li>6. Explain strategies for in-school communication.</li> </ol> <p><b>Chapter 16:</b> Educator Relationships</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of effective communication.</li> <li>2. Identify the various types of relationships necessary to function successfully as a master educator.</li> <li>3. Practice effective listening skills and other steps necessary for building quality relationships.</li> <li>4. Identify the basic needs shared by learners of today.</li> <li>5. Explain the four critical principles to be used when correcting a learner's performance.</li> <li>6. Identify both destructive tactics and constructive tactics used when dealing with learners.</li> <li>7. Explain the purpose of the transfer technique.</li> <li>8. List the 10 steps an educator can take to cultivate a positive relationship with superiors.</li> <li>9. List the "golden rules" of human relations.</li> </ol>	<ul style="list-style-type: none"> <li>• Two chapters are combined into one: "Communicating Confidently" and "Educator Relationships."</li> <li>• Theory of communication is updated throughout with new research and illustrative photography. Sections are reorganized for better flow, including troubleshooting barriers to communication now coming after communication best practices.</li> <li>• Importance of communication to different educator relationships is emphasized. Each type of in-school relationship now includes accompanying communication guidelines.</li> </ul>

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<p><b>Chapter 8: Effective Presentations</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Outline how to create motivating opportunities in the classroom and student salon.</li> <li>2. List guidelines for creating memorable openings.</li> <li>3. Explain strategies for creating engaging and successful content.</li> <li>4. Identify effective methods of connecting the different parts of a lesson.</li> <li>5. Explain how to effectively ask and answer questions in the learning environment.</li> <li>6. Describe how to create impactful closings to presentations.</li> <li>7. Define the steps of the CREATE approach to presentation design.</li> <li>8. Describe ways to arrange the learning environment for maximum positive influence on the student experience.</li> </ol>	<p><b>Chapter 7: Effective Presentations</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain what is meant by the acronym C-R-E-A-T-E with respect to education in the classroom.</li> <li>2. Identify the various components of powerful presentations.</li> <li>3. Explain the 10 methods used for inspiring learner motivation.</li> <li>4. List 10 elements important to powerful openings.</li> <li>5. Explain the purpose of closing all presentations with impact.</li> <li>6. List five methods used to strengthen the body or major content of a lesson.</li> <li>7. List six effective methods used to facilitate transitions.</li> <li>8. State five methods for varying the stimuli within a lesson.</li> <li>9. Explain the difference between lower-order and high-order questions.</li> <li>10. Explain why reinforcement during a lesson is important.</li> </ol> <p><b>Chapter 2: The Teaching Plan and Learning Environment</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. State the goals of classroom arrangement and organization.</li> </ol>	<ul style="list-style-type: none"> <li>• Content is reorganized for logical flow and clearer structure. Presentations now begin with creating motivation and end with impactful closings. The CREATE approach remains as a tried-and-true secondary method for creating effective presentations.</li> <li>• Learner engagement and interaction are further emphasized throughout.</li> <li>• In-depth coverage of classroom arrangements is included in the larger discussion of creating the physical learning environment. A new section on maintaining safety in the learning environment is added to this.</li> <li>• Online learning is referenced across the chapter, such as in the use of breakout rooms and online games for energizers, online assignments in place of paper workbooks, and considering ambient sound and office clutter during video conferences.</li> </ul>



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<p><b>Chapter 9:</b> Classroom Management and Supervision</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify how professionalism impacts learner management.</li> <li>2. Describe the principles of learner behavior management.</li> <li>3. Discuss the four methods of managing chronic misconduct.</li> <li>4. Explain strategies for managing various disruptive learner behaviors.</li> <li>5. Outline specific approaches to managing conflict in the learning environment.</li> </ol>	<p><b>Chapter 8:</b> Effective Classroom Management and Supervision</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain low-profile and direct, high-profile control techniques that are used in dealing with learner misconduct.</li> <li>2. Explain specific techniques used in remedying misconduct.</li> <li>3. Explain the difference between a situational barrier to learning and a chronic barrier to learning.</li> <li>4. Describe various difficult learner behaviors and explain methods for managing them.</li> <li>5. List and explain four enemies of conflict management.</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter’s focus remains on providing sample approaches to different problem behaviors. Approaches are reviewed and in some cases swapped out for more fitting alternative approaches.</li> <li>• Principles of behavior management are categorized as low- or high-profile intervention.</li> <li>• Personal hygiene problems and inappropriate phone/computer use are added as barriers to learning; constant attention seeking and interruptions are recast as attention-deficit behavior, doubt and pessimism is now negativity, and having all the answers is the know-it-all.</li> <li>• Virtual participation is discussed as a potential solution for shy learners, even in classes that are held onsite.</li> </ul>

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<p><b>Chapter 10: Challenges to Learning</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the definition of disability as outlined by the Americans with Disabilities Act.</li> <li>2. Give examples of how an accommodation plan outlines actions to assist learners with differing disabilities and challenges.</li> <li>3. Explain the impact learning disabilities have on the four stages of information processing in learning.</li> <li>4. Define the characteristics of dyslexia and ADHD, the two most common learning disabilities.</li> <li>5. Describe learner attributes related to behaviors arising from substance abuse.</li> <li>6. Describe student attributes and behaviors that may pose a challenge to successful learning.</li> <li>7. Identify strategies to accommodate students who learn at different speeds.</li> <li>8. Describe instructor behaviors that can remove barriers and enhance the learning experience for students.</li> </ol>	<p><b>Chapter 9: Achieving Learner Results</b></p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List “major life activities.”</li> <li>2. Define the term <i>learning disability</i>.</li> <li>3. Explain the four stages of information processing in learning.</li> <li>4. Use questions to help determine if a student is projecting symptoms of dyslexia and ADHD.</li> <li>5. List symptomatic chronic behaviors of students.</li> <li>6. List strategies for alleviating learner anxiety.</li> <li>7. State three strategies for fast-paced learners.</li> </ol>	<ul style="list-style-type: none"> <li>• Discussion around learning disabilities is focused more tightly on the Americans with Disabilities Act of 1990, accessibility requirements, and providing accommodations. Educators are, however, repeatedly reminded to avoid diagnosing their students.</li> <li>• Language is updated throughout to be more inclusive of learners with disabilities.</li> <li>• <i>Chronic behaviors</i> now referred to as <i>substance abuse</i>.</li> <li>• <i>Learner apprehension</i> now referred to as <i>learner anxiety</i> and expanded to include technological sources, such as social media and phone deprivation.</li> <li>• Content pacing section addresses students who learn at different speeds.</li> </ul>

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<p><b>Chapter 11:</b> Assessing Progress and Advising Students</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Outline criteria a professional educator can use in determining grading protocols for student materials and performance.</li> <li>2. Describe characteristics of eight styles of grading to avoid.</li> <li>3. Differentiate the components of thorough test development.</li> <li>4. Explain the process for evaluating student projects.</li> <li>5. Distinguish between different types of descriptive performance evaluation.</li> <li>6. List factors that educators should consider when evaluating student assessment results.</li> <li>7. Outline the administrative responsibilities of educators regarding student performance.</li> <li>8. Discuss the instructor's role in academic advising and coaching.</li> <li>9. Explain the PRAISE approach as a means of evaluating students and offering them feedback on their performance.</li> </ol>	<p><b>Chapter 12:</b> Assessing Progress and Advising Students</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of grading.</li> <li>2. Explain what categories should be graded and when grading should occur.</li> <li>3. List the characteristics of eight different types of grading styles.</li> <li>4. Establish a test plan.</li> <li>5. List advantages and disadvantages of various types of questioning used in evaluation.</li> <li>6. Explain the purpose and use of Likert scales, rating scales, checklists, performance checklists, multiple-category grading, rubrics, and point grading.</li> <li>7. Explain the basic principles and steps involved with academic advising of students.</li> </ol> <p><b>Chapter 2:</b> The Teaching Plan and Learning Environment</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>2. Perform the administrative tasks required of the educator and explain what they include.</li> </ol> <p><b>Chapter 15:</b> The Art of Retaining Students</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>11. Practice recognition and praise in the educational process.</li> </ol>	<ul style="list-style-type: none"> <li>• Grading theory, styles, and best practices largely unchanged, despite updated language and examples throughout.</li> <li>• Emotional intelligence (EQ) is introduced to the conversation, in counterpoint to grading only on learner IQ.</li> <li>• Question types in test development no longer includes essays, and multiple choice is covered first to acknowledge its popularity on licensing exams.</li> <li>• Cautionary language is added on grading types that may be unintentionally subjective.</li> <li>• New section on evaluating assessment results is created, including cheating and responding to class performance.</li> <li>• Academic advisement and counseling section appears from previous Chapter 2, complete with attendance and grade records. The use of time trackers in online learning is added in regard to attendance.</li> <li>• The PRAISE policy of evaluating students and providing feedback is included from previous Chapter 15.</li> </ul>

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<p><b>Chapter 12:</b> Success Strategies for Students</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss specific actions learners can take that will pay value to themselves.</li> <li>2. Outline strategies learners can adopt that will enhance internal motivation.</li> <li>3. Describe the actions of a learner who demonstrates an expectation to win.</li> <li>4. Explain methods a learner can adopt that will foster successful goal management.</li> <li>5. List learner behaviors that convey a strong work ethic.</li> <li>6. Illustrate learner actions that display respect and value toward the client.</li> </ol>	<p><b>Chapter 18:</b> Teaching Success Strategies for a Winning Career</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the six strategies and principles to achieve a winning career.</li> <li>2. List specific actions students can use to pay value to themselves.</li> <li>3. List specific actions students can use for self-motivation.</li> <li>4. List specific actions students can use for expecting to win.</li> <li>5. List specific strategies students can use to manage their goals.</li> <li>6. List specific methods students can follow to adopt a strong work ethic.</li> <li>7. List specific methods students can follow to value their clients.</li> </ol>	<ul style="list-style-type: none"> <li>• Language is updated throughout.</li> <li>• Guidelines and suggested actions for success are revised and brought up to date, including online tools like podcasts and coaching.</li> </ul>

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<b>Part 2: Beyond the Basics</b>		
<p><b>Chapter 13:</b> The Student Salon</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the physical attributes of the effective student salon environment.</li> <li>2. Outline approaches for successfully mentoring learners in the student salon.</li> <li>3. Discuss how to foster an effective learning environment in the student salon.</li> <li>4. List the administrative requirements necessary for the student salon.</li> <li>5. Summarize the role that customer service plays in skills education.</li> <li>6. Outline the business skills needed for success in the student salon.</li> </ol>	<p><b>Chapter 13:</b> Making the Student Salon an Adventure</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain a key benefit of having student salon revenue contribute to the institution’s revenue.</li> <li>2. Describe the role of every institution team member.</li> <li>3. Explain why developing success habits while students are in school will contribute to their later success in the salon.</li> <li>4. Assist learners in developing a solid client base using referrals, rebooking, and ticket upgrading.</li> <li>5. List examples of how the institution team can work together to ensure the institution presents the best possible image.</li> <li>6. List basic standards that might be established for the effective operation of a reception desk and dispensary.</li> <li>7. Explain the most important record-keeping requirements of the student salon in the institution.</li> <li>8. Implement zone teaching.</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter is overhauled to focus primarily on the student salon as a classroom for learning practical and business skills and not as a successful salon in itself.</li> <li>• Some subsections are removed due to inapplicability (“The Profitable Student Salon”) or redundancy (“The Essence of Teamwork,” covered in more depth in new Chapter 16).</li> <li>• “The Physical Environment” gathers together and updates the previous sections on the reception area, dispensary, student salon, and salon equipment, with added emphasis on maintenance, infection control, and working clean.</li> <li>• “Mentoring in the Student Salon” discusses the role of the educator in the student salon, as a mentor, role model, and provider of feedback. “The Student Salon as a Classroom” follows this up with guidelines on how to teach, grade, and make the most of time spent in the student salon, including how to utilize downtime between clients.</li> <li>• “Administrative Requirements” covers record keeping at different levels, including inventory management, client record cards, release forms, and lesson plans/course scheduling.</li> <li>• “Customer Service for Educators” discusses how educators can better serve their students, through customer service as well as being better role models and more effective educators.</li> <li>• Customer service for students and professionals is covered in the final section, “Business Skills in the Student Salon,” along with familiar subsections on making and managing money, using salon downtime, marketing, and portfolios.</li> <li>• Online activities, videos, and podcasts, social media marketing, and digital portfolios have been added to represent useful/necessary technology tools.</li> </ul>

<i>Milady Professional Educator, 4th ed.</i>	<i>Master Educator, 3rd ed.</i>	Significant Changes
<b>Part 2: Beyond the Basics</b>		
<p><b>Chapter 14:</b> Learning Is a Laughing Matter</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Differentiate humor and sarcasm in the learning environment.</li> <li>2. Describe the psychological, physical, and work-related benefits of laughter.</li> <li>3. Explain how laughter can enhance creativity.</li> <li>4. Illustrate strategies for integrating humor into the learning environment.</li> <li>5. Outline approaches for integrating humor into the workplace</li> </ol>	<p><b>Chapter 17:</b> Learning Is a Laughing Matter</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. List the best conditions for learning.</li> <li>2. Define learning and laughter.</li> <li>3. Explain the theories of what makes us laugh.</li> <li>4. List the mental, physical, and work-related benefits of laughter.</li> <li>5. Explain the four stages of humor competence.</li> <li>6. Identify strategies for improving creativity.</li> <li>7. List ways to integrate humor in the workplace and classroom.</li> </ol>	<ul style="list-style-type: none"> <li>• The more esoteric material, such as gelotology, theories of what makes something funny, and the four stages of humor competence, is removed.</li> <li>• Emphasis is added on the importance of authentic laughter and avoiding divisive sarcasm when collective humor is the goal.</li> <li>• “Integrating Humor into the Learning Environment” section is revised and updated.</li> <li>• “Integrating Humor into the Workplace” is now a proper section with its own strategies for creating a fun work environment.</li> <li>• Tweaks for online and distance learning are added throughout strategies.</li> </ul>

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<b>Part 2: Beyond the Basics</b>		
<p><b>Chapter 15:</b> Student Retention</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe how an educator's leadership can influence student retention.</li> <li>2. Outline specific approaches educators can adopt that demonstrate adherence to school policies.</li> <li>3. Explain strategies educators can use to strengthen communication with students.</li> <li>4. Identify different ways educators can get to know their students that will support student success.</li> <li>5. Give examples of how educators can engage their students in the learning process.</li> </ol>	<p><b>Chapter 15:</b> The Art of Retaining Students</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the importance of implementing a sound student-retention program.</li> <li>2. Write a mission and vision statement.</li> <li>3. Explain the role of administrative policies in institutional operations.</li> <li>4. Develop a unique institutional culture.</li> <li>5. Explain the effects of admissions and new-student orientation policies on student retention.</li> <li>6. Instill a sense of student ownership in the institution.</li> <li>7. Deliver effective curriculum content.</li> <li>8. Explain the importance of holding the highest level of enthusiasm when teaching.</li> <li>9. Deliver excellent student service.</li> <li>10. Explain the importance of professional development as an educator.</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter is reworked and refocused around educators as leaders, driving student engagement and ownership, and being engaging, consistent, and relevant.</li> <li>• "Embrace School Policies" covers material from previous Chapter 15 on the values and rules of the institution and the educator's role as their enforcer.</li> <li>• Previous discussion on the PRAISE policy has moved to new Chapter 11.</li> </ul>

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<b>Part 2: Beyond the Basics</b>		
<p><b>Chapter 16:</b> Teams at Work</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the role motivation plays in teamwork.</li> <li>2. List the qualities required for a successful team.</li> <li>3. Describe the steps for conducting a team-building event.</li> <li>4. Explain how to overcome barriers to effective teamwork.</li> <li>5. Outline the role that teamwork plays for educators.</li> </ol>	<p><b>Chapter 19:</b> Teams at Work</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of teamwork.</li> <li>2. List the 10 qualities team members are looking for in their work environment.</li> <li>3. Explain the qualities required of a dynamic leader.</li> <li>4. Identify the six key steps in team building.</li> <li>5. List the 10 elements required in building team essentials.</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter is expanded to better cover working in education specifically.</li> <li>• “The Successful Team” emphasizes a discussion on successful team qualities from the previous edition.</li> <li>• “Barriers to Effective Teamwork” is a new section on barriers and solutions to working as a team.</li> <li>• “The Educator Team” discusses teamwork in education, including expectations and how to evaluate if the school team is working or not.</li> </ul>



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<b>Part 2: Beyond the Basics</b>		
<p><b>Chapter 17:</b> Employment Preparation and Business Fundamentals</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>Describe the process of creating an effective professional resume.</li> <li>Identify items that should be included in a professional portfolio.</li> <li>Discuss how to target schools for employment.</li> <li>Explain the details of the employment application process.</li> <li>Summarize guidelines for preparing for a job interview in skills education.</li> <li>List factors that will contribute to success on the job for a new educator.</li> <li>Explain the details of business management for schools.</li> <li>Describe the specific responsibilities involved in managing an effective student salon.</li> <li>Discuss ways that beauty educators and students can give back to their communities.</li> </ol>	<p><b>Chapter 14:</b> Career and Employment Preparation</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>Explain the importance of preparing for employment.</li> <li>Write an achievement-oriented resume and prepare an employment portfolio.</li> <li>Complete a typical employment application and be prepared to complete an effective employment interview.</li> <li>Explain strategies to maintain employment once it is obtained.</li> <li>Explain the importance of keeping accurate school records.</li> <li>Explain the importance of the reception area to a school's success.</li> <li>Demonstrate good school telephone techniques.</li> </ol>	<ul style="list-style-type: none"> <li>Employment process and on-the-job success are updated throughout, such as the inclusion of digital portfolios and social media marketing.</li> <li>Some sections are moved to provide emphasis (portfolios, employment applications) while others are combined to deemphasize them (school or salon-level ownership and operation).</li> <li>Networking is added to section on the job search ("Exploring Options").</li> <li>Institutional loyalty is moved from previous Chapter 1 to the section on job success ("Ensuring Success on the Job").</li> <li>"Fundamentals of Business Management" covers buying a school, types of ownership, record keeping, and school operation. All material reduced to focus on why knowing this is important rather than providing all specific details.</li> <li>"The Student Salon" covers the reception area, the receptionist, booking appointments, incoming phone calls, handling complaints by phone, and selling in the school in a more concise, school-focused way than before. Promoting the student salon remains its own section.</li> </ul>

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<p><b>Chapter 18:</b> Evaluating Professional Performance</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the criteria used to evaluate educator performance.</li> <li>2. Outline the responsibilities typically found in a job description for an educator position.</li> <li>3. List the performance assessment sources that can provide insight into an educator's success on the job.</li> <li>4. Explain how each section of a professional development plan can benefit the educator.</li> </ol>	<p><b>Chapter 20:</b> Evaluating Professional Performance</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of performance evaluation. List the general standards of performance that may be considered in a formal evaluation.</li> <li>2. Explain the qualities for satisfactory performance within each evaluation area.</li> <li>3. Identify the various sources available for performance assessment and explain the benefits of each.</li> <li>4. List the steps required in preparing a professional development plan.</li> <li>5. Explain the importance of pursuing continuing education as a professional educator.</li> </ol>	<ul style="list-style-type: none"> <li>• Language and examples are updated throughout to reflect developments in education and the industry as a whole.</li> <li>• The sample professional development plan of the previous edition is restructured as a walk through the development plan process itself.</li> </ul>