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S.J.E.I.R. Paragraph Bank (revised 2/22/12)

This document is designed to save evaluators significant time when completing observation or evaluation write-ups. It contains the most commonly used S.J.E.I.R. paragraphs. All of these paragraphs have application with nearly all teachers. There are also paragraphs specifically for special education teachers (most of the teacher paragraphs are also applicable to special education teachers), counselors, psychologists, nurses, library-media specialists, and speech and language therapists. Administrators should copy and paste the appropriate paragraphs since the standard/benchmark, judgment, and impact statement will be consistent from teacher to teacher. The administrator should then **change the evidence (and teacher name) to that which is in the specific observation or evaluation** being written. Remember, this is technical writing not creative writing. You don't need to be original. You just need to be clear and accurate. This is a work in progress and we continue to build the bank.

The paragraphs for teachers are organized by teacher performance and the teacher performances found in the 11 chapters in the book *Instructional Practices That Maximize Student Achievement* (2010). Paragraphs for English language learning, counselors, psychologists, nurses, library-media specialists, and speech and language therapists are organized by position. Most of the teacher paragraphs are also applicable for special education teachers. We also have a section of paragraphs that are exclusive to special education teachers. Since the instructional practices book is about effective instruction some of the areas addressed in the bank (e.g. content knowledge) are not in that book. Those paragraphs can be found at the end of the section containing the teacher paragraphs.

Recommendations are one of the more difficult parts of writing with S.J.E.I.R. This is because administrators must go through multiple sources to find material that will tell the teacher how to implement what is recommended. To save administrators time we have written many of the recommendations so they reference the pages in the book *Instructional Practices That Maximize Student Achievement* (2010).

Finding Paragraphs: Evaluators can use the “find” function on their computers to locate specific paragraphs. To help with this process we have built the bank to enable evaluators to locate the paragraphs in the following two ways.

With Key Words: Below are the **key words** that can help you find paragraphs about various areas of performance. Evaluators should use the “find” function and insert the appropriate key word to find all the paragraphs related to that area of performance.

By Chapter: Evaluators can also search for standard/benchmark behaviors based on the chapter in which they appear in the book *Instructional Practices That Maximize Student Achievement* (2010). This can be done by writing the chapter and the number (e.g. chapter 2) in the find function.

Key words: activate previous learning, agenda, attention signals, authentic assessment, classroom routines, checking understanding, classroom space, clear directions, collaboration, collegiality, common core, connecting, consistency in classroom management, content knowledge, content reading and writing, dipsticking, do now, early childhood, English language learning, essential question, extension, enthusiasm, formative assessment, groups and partners, guidance and counseling, high standards and expectations, homework, inclusion, include all students, learning styles, library/media specialist, Lindamood Bell, literacy specialists, mastery objective, math instruction, on task-off task, nurse, parents, planning, performance assessment, praise, pre-assessment, processing, professional responsibilities, provisioning, proximity, psychologist, questioning, read 180, reading instruction, relationships, rewards and consequences, scoring guide (rubric or criteria sheet), sheltered English immersion, special education, speech and language, student self assessment, summarizing, summative assessment, tangents teaching the curriculum, technology, think alouds, varying ability levels, use of support staff, visuals, wait time I, wait time II, writing process

1. Chapter 1 key word- teaching the curriculum: Mr. B exceeded the expectations in currency in the curriculum. His lesson was designed to address specific concepts in the social studies curriculum framework. His statements during the lesson, the artifacts related to the manor project and his comments in the post conference demonstrate he has in-depth knowledge of Renaissance Europe. As a result, Mr. B. is in a position to teach the unit with considerable depth.
2. Chapter 1 key word-teaching the curriculum: Ms. X did not meet the expectation for currency in the curriculum. The information and skills taught in the lesson were only tangentially related to the district curriculum for this grade level and subject. Since the curriculum is aligned with the state assessments, failure to teach it will result in lower student achievement on the assessments. Ms. X needs to learn the curriculum standards for her grade and plan lessons that teacher those standards. Bill needs to learn about the difference between a tangent and a teachable moment as described on pages 9-10 of the text *Instructional Practices That Maximize Student Achievement (2010)*. He must then insure that all class time is used to insure maximum mastery of the curriculum objectives.
3. Chapter 4 and Chapter 5 key word- dipsticking: Tiffany provided students with developmentally appropriate directions for the task. The children were asked to sequence the stages of a pumpkin becoming a jack-o-lantern. Before beginning the hands on part of the lesson Tiffany went through how they are different and then using appropriate vocabulary she dipsticked with all students by asking the questions, “what comes first, second and last.” This was done several times throughout the lesson. When it was time for the students to work independently, they were able to label first, second and last. By using appropriate vocabulary not only did children gain exposure to appropriate words to sequence by, they were able to internalize the language and participate in the activity.
4. Chapter 1 key word- teaching the curriculum **PE**: Mrs. M demonstrated currency in the curriculum by effectively aligning the lesson with the elementary P.E. curriculum frameworks with a focus upon the continued development of manipulative, locomotor and non-locomotor skills. She designed the course with the intent that the above stated skills were included in each station. As a result, students were able to have multiple opportunities to practice the skills.
5. Chapter 1 key word- teaching the curriculum: Bill needs to follow the district pacing guides. The lesson observed was on a topic that the pacing guide indicated should have been addressed one month earlier. A review of the students in Bill’s class does not indicate that there is any difference between the demographic of students in his class and those in other classes in which the pacing guide is being followed. The result of not following the pacing guide is that students do not master the pre-requisite information and skills they will need to be successful next year. Bill should refer to the pacing guides found on the district website in the curriculum and instruction section whenever planning his lessons. His long term lesson and unit planning (see Chapter 1 in *Instructional Practices That Maximize Student Achievement 2010*) should show pacing that is aligned with the pacing guides.

6. Chapter 1 key word- planning: Mr. S did effectively use the standards based lesson plan that has been adopted by the school. Each section was filled out correctly with sufficient information to guide his teaching (see attached). Standards based lesson planning has been found to lead to the highest level of student mastery.
7. Chapter 1 key word- planning: Mr. R. did not use the standards based lesson plan that has been adopted by the school. The attached lesson plan does not contain the five components identified in our district planning template. Standards based lesson planning has been found to lead to the highest level of student mastery. Mr. R needs to carefully read chapter 1 in *Instructional Practices That Maximize Student Achievement* 2010 and demonstrate planning procedures that follow those in the exemplar plans in the chapter.
8. Chapter 1 and Chapter 4 key words- planning, formative assessment: Ms. G did not use the standards based lesson plan format that has been adopted by the school. A review of her lesson plans indicates they there were content objectives but no language objectives. A review of her lesson plans indicates they there were content objectives but no language objectives. The assessments only contained summative assessments and not formative assessments. Standards based lesson planning has been found to lead to the highest level of student mastery. Ms. G should review the following sections of the book *Instructional Practices That Maximize Student Achievement (2010)* to learn more about these areas and implement them into her lesson planning. She should read Chapter 1 (including the essay at the end of the chapter on English Language Learners. She should read about assessments and dipsticking in Chapter 4 pages 139-143 and 146-148 and Chapter 5 pages 203-204 and 206-207.
9. Chapter 1 and Chapter 3 key word- provisioning **PE**: Mrs. M. was well provisioned for the class. The entire obstacle course was set-up with pictures of the skills posted at the stations and well-marked arrows placed on cones to help with direction to snake-through the course. As a result, there was no break to student learning time to prepare materials.
10. Chapter 1 and Chapter 3 key word provisioning: Ms. D. was well provisioned for the class. Charts that visually supported the learning were prepared and posted prior to class. The agenda with homework was written prior to the students entering the room. As a result there was no break to student learning time to prepare materials.
11. Chapter 1 and Chapter 3 key word provisioning: Bill was not adequately provisioned for the class. Several of the balance beams needed for the lab were not in working order. It was 15 minutes into the lab time before all students had a working balance beam. As a result, important learning time was lost for those students. Bill needs to insure that materials are prepared and in working order prior to the start of the lesson. He should read the section on provisioning found on page 92 of the text *Instructional Practices That Maximize Student Achievement (2010)* to see what adequate provisioning entails.
12. Chapter 1 key word- planning: Mr. C planned in a way that anticipated areas of potential difficulty connected to this lesson which is a part of the fourth grade unit on electricity.

He created all the worksheets connected to this lesson: Wiring Diagram A & B and Individual Apprentice Packets. Each worksheet had clear and concise directions on them that highlighted the steps that students needed to complete. Mr. C modified the commercial materials to prevent student frustration. The lesson originally required the batteries being placed in a paper towel roll but he recognized this may be difficult for some of the students. He made battery holders out of wood so the students' focus would be on the objective of the lesson and not trying to keep the batteries in the roll. As a result of his planning, students were able to work with a high level of independence.

13. Chapter 1 and Chapter 4, key word- planning, writing process: Bill needs to use the results of the writing benchmark assessments when planning his writing instruction. The lesson had some students assigned to tasks they had already mastered. Other students were assigned more advanced tasks that their benchmark assessment indicated they were not ready to do. As a result some students were not challenged while others were frustrated. Every fall, winter, and spring Bill's students completed a writing sample that is scored. The results of these samples and exemplar papers related to each sample are given to Bill. Bill needs to check each student's level of achievement on these assessments and factor that into the planning of his writing instruction. Bill needs to review the levels of mastery on pages 1-5 and to read chapter 6 in the text *Instructional Practices That Maximize Student Achievement* (2010) so he can plan lessons that differentiate for the students' varied levels of mastery.
14. Chapter 1, Chapter 4 and Chapter 6 key word- planning, math instruction, extension, remediation: Bill needs to use the results of the math benchmark assessments and the end of chapter assessments to when planning his math lesson. The lesson had all students working on the same skills throughout the lesson. As a result some students were receiving instruction on skills they had already mastered. Other students were receiving instruction that was beyond their ability. As a result some students were not challenged while others were frustrated. Bill needs to plan instruction that provides extensions and remediation for students based on their level of mastery as demonstrated on the benchmark and end of chapter assessments. Bill needs to review the levels of mastery on pages 1-5 and to read chapter 6 in the text *Instructional Practices That Maximize Student Achievement* (2010) so he can plan lessons that differentiate for the students' varied levels of mastery.
15. Chapter 1 key word-tangents: Bill must not allow his instruction to wander off onto tangents. He was observed on February 3 three times during a fifty-minute lesson giving extensive answers to student questions, which brought the instruction away from his stated lesson objectives. As opposed to teachable moments, tangents take students away from mastering the lesson objectives. Bill needs to read pages 9 & 10 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2nd edition), for strategies which will help his students achieve mastery.
16. Chapter 1 key word-mastery objective: Mary must write her lesson plan with mastery objectives correctly formatted. When the curriculum standards are not written in mastery form, instruction is not focused and students perform poorly on assessments. She needs to

specifically describe student outcomes that can be observed and assessed. Mary should read pages 11-13 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2nd edition), with particular attention to the Lesson Planning Template found on page 11.

17. Chapter 1 key word-levels of mastery: Mary needs to plan lessons that allow for varying levels of mastery. In her most recent observation, her mathematics class on multiplication of two-digit numbers by two-digit numbers resulted in over half of the students unable to complete the follow-up worksheet in-class assignment. She had no method in place for students to alert her when they got “stuck”, so only those students she had time to get to individually, during the in-class assignment period, received assistance. Mary needs to read pages 2 and 3 in *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2nd edition), to familiarize herself with the levels of mastery of student skill acquisition, and pages 252-7 in the same text to learn how to do mastery-based planning.
18. Chapter 2 key word- connecting: Mr. B. exceeds expectations on connecting the content of his lesson to issues and conditions in the world today and the students’ own lives. In his lesson plan he noted he will tie renaissance Europe to the event in Iraq. He begins the lesson with a self assessment on the students’ own political attitudes. On two occasions Mr. B. connects Machiavelli’s ideas to the War in Iraq. On one occasion he connects them to the war on terrorism. In the post conference Mr. B. indicated that on the next day in the library he had the students complete a quick write in which they gave their opinion as to whether the “ends justified the means” in regards to the U.S. role in Iraq. The result of connecting this material to the real world and students own lives is that students better understand the concepts and are more motivated to learn.
19. Chapter 2, Chapter 3, Chapter 6 keyword- homework: Mary needs to post and explain the homework at the outset of the lesson. (sample evidence should be replaced with actual evidence for any area in need of improvement) Her white board contained a one statement agenda and an objective not in mastery form. It did not contain the homework nor was the homework reviewed. Please read pages 42-43, 99-107, 246 in *Instructional Practices That Maximize Student Achievement* (2010) and meet with me if you have any questions about this practice please come and see me. Once you have read the information refer please see me if you have any questions about this practice.
20. Chapter 2 key word- connecting: Mr. B. did not connect the content of his lesson to issues and conditions in the world today and the students’ own lives. At no point in the lesson did Mr. B. explain why a person would need to know the density of water or other objects. The result of connecting this material to the real world and students own lives is that students will better understand the concepts, retain the learning longer, and are more motivated to learn. Bill should read pages 56-59 and 315 in the book *Instructional Practices That Maximize Student Achievement* (2010) to obtain ideas for how this is done. [2005 edition pages 60-63]

21. Chapter 2 key word- essential question: Mary needs to prepare post and review at the outset of the lesson the key concept (a.k.a. essential question) for the unit. Please read pages 22 and 52 in *Instructional Practices That Maximize Student Achievement* (2010) and meet with me if you have any questions about the this practice please come and see me. Once you have read the information refer to the district curriculum to find to appropriate essential question for this unit.
22. Chapter 3 key word-rewards and consequences: Mary needs to stop using a group consequence as a behavior management strategy. Parents have reported that the entire class recently lost recess on two occasions because of the behavior of some of the students. When I discussed this with Mary she confirmed that she had done so. While group reinforcements have their place, consequences should only be applied to the individuals who fail to meet classroom behavior expectations. Mary should read pages 116-9 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2nd edition), and establish a classroom management plan following these principles.
23. Chapter 3 key word-consistency in classroom management: Bill needs to implement his classroom management plan consistently. In his most recent observation on December 3, he began class with a brief recitation of the rules, which were posted: however, just a few minutes into the lesson, he began to accept answers from students who didn't raise their hands. This was a violation of the posted rules. Student participation continued to become more chaotic and ineffective throughout the lesson, as the students shouted out answers, talked over each other, and even got into side discussions arguing about the correct answer. Bill must consistently follow routines to control student behavior. He should read page 120 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2nd edition), and maintain consistency at all times.
24. Chapter 4 key word- formative assessment, summative assessment, planning: Bill needs to use student assessment data from district required formative assessments and summative assessments when planning lessons. In the pre-conference I asked Bill what he learned about his students and how he used in his planning the DIBELS and MAZE testing data on his students. Bill was unable to give any information on the testing data. It is apparent that Bill has not carefully reviewed this data. As a result, students will not receive instruction that provides extension for those with a high level of mastery and remediation for those with a low level of mastery. Bill needs to carefully review the DIBELS and MAZE results for his class and factor this into his future planning and instruction.
25. Chapter 1 and Chapter 4 key word- formative assessment, summative assessment: Bill needs to determine the varying level of mastery for his students. When asked in the post conference the level of mastery of the concepts of the lesson each of his students had reached Bill was unaware of the fact that students mastery occurs at different levels. Learning the levels of mastery is a pre-requisite to effectively assessing to determine students levels of mastery. Teachers cannot differentiate the learning to meet student needs if they do not know each student's level of mastery. Bill needs to learn the levels

of mastery as describe on pages 3 and 4 of the text *Instructional Practices That Maximize Student Achievement (2010)*.

26. Chapter 4 key word- student self assessment: Bill needs to implement more student self assessment. Bill did frequently dipstick using the white boards. The homework posted on the white board indicated there would be a quiz the next day to assess student mastery of the lesson's concepts. Self assessment skills enable students to take more ownership for their learning by constantly critically examining and improving their work. Bill should read the section on self assessment found on pages 151 to 170 in the book *Instructional Practices That Maximize Student Achievement (2010)* and implement components of student self assessment.
27. Chapter 4 key word- pre-assessment: Bill needs to use a pre-assessment prior to beginning to teach a new concept. He started the unit on automobile electrical systems by explaining the how electricity moves through a wire as either "ac" or "dc". About 20 minutes into the lesson I saw that several students were not paying attention. I asked them what they knew about ac and dc current. Three of the four students indicated they had learned this in science earlier in the year and could explain most of what was planned for the lesson. As a result, important instructional time for these students was wasted. Bill needs to pre-assess student knowledge at the outset of each unit. He should read the section on pre-assessments found on page 147 and the explanations of give-one-get-one and KWL found on pages 44-46 in the book *Instructional Practices That Maximize Student Achievement (2010)*.
28. Chapter 1 and Chapter 3 key word- provisioning: Mr. W needs to provision all his materials prior to the start of class. Students were instructed to get a scale and weights for the lab from the cabinet. When they went to the cabinet three lab groups found there were insufficient scales for them. Mr. W. went into the storage closet to search for additional scales. He found one more scale and gave it to the one group. He then sent a student to ask a teacher down the hall if they could borrow two scales. The students returned with two scales. As a result, two groups could not begin work on their lab for the first ten minutes of the period. This lead to a significant loss of on task time. Mr. W needs to check to be sure he has adequate materials and that they are easily accessible for students prior to the start of class. Bill should read the section on provisioning on page 92 of *Instructional Practices That Maximize Student Achievement (2010)*.
29. Chapter 4 key word- scoring guide (rubric or criteria sheet), summative assessment, formative assessment: Bill needs to clearly indicate to students the criteria for success at the outset of the lesson or unit. The unit involved the students making their own waterwheels as a performance assessment for what they were learning about energy and motion. Bill spent the first two lessons explaining the concepts of energy and motion. He then showed the students the materials they would need to use to make a water wheel that could pick up different numbers of nails. He showed them an exemplar water wheel. At no time did Bill provide the students with the criteria for success he would use to grade the waterwheels. Bill needs to create rubric or criteria sheet (a.k.a. scoring guide) for grading the waterwheels. The students should be given the scoring guide at the outset of

the lesson and instructed in how to use it to guide their work throughout the process of building the waterwheel. Bill should review pages 174 to 188 of the text *Instructional Strategies That Maximize Student Achievement (2010)* for information on how to create criteria sheets and rubrics.

30. Chapter 3 key word- proximity: Mr. B. meets expectations in his use of proximity to students to check for understanding and keep students on task. During the group work period from 10:31 to 10:41 he checks in on group 1 three times, group 2 two times, group 3 three times, group 4 three times, group 5 two times and group 6 two times. As a result, students remain on task and Mr. B. is able to assess the quality of their group discussions. I suggest that during his circulation Mr. B. avoid having his back to other groups. Although it was not a problem with this group it could certainly lead to behavior problems with a less cooperative class of students.
31. Chapter 3 and Chapter 4 key word- proximity, checking understanding: Ms. D uses proximity check student understanding during independent work. During the KWL work time Pat checked with each table at least once. She prompted struggling students as needed. As a result, all students were able to complete the assignment correctly during the independent work period.
32. Chapter 3, Chapter 4, and Chapter 7 key word checking understanding, proximity, on task-off task: Ms. K needs to check understanding of students with physical proximity during group work. During the group work period groups 3 and 6 were off task for 40% and 50% of the time respectively. When I asked group 3 what they were supposed to do one student shrugged his shoulders and another responded “he (the teacher) doesn’t explain things very well.” The students in group 6 attempted the task for about three minutes and then began talking about the prom. It was 18 minutes into the lesson before Mr. K came to assist group 6. It was 21 minutes into the lesson before he assisted group 3. As a result, both of these groups had significant time off task. During group work Bill needs to move about the class checking with all the groups of correct, on task behavior.
33. Chapter 3 and Chapter 7 key word- relationships: Mr. B. meets the standard of demonstrating courtesy and respect to student challenges and questions about information and ideas. During two different instances, students felt free to express disagreement with Mr. B.’s ideas or the way in which he was summarizing their own ideas. For example, when Mr. B. stated “It’s important for a prince to be the person whose neighbors fear him,” one student replied “No, they shouldn’t fear him.” Mr. B. later rephrased the student’s point by saying, “Okay, so don’t be a person who inspires fear.” During another exchange, Mr. B. said “A ruler must always be suspicious that someone’s going to betray him,” and a student said “No,” and then the student continued expressing his differing viewpoint. As a result, students in Mr. B.’s class feel that it is a safe place to appropriately challenge the teacher’s opinions.
34. Chapter 3 and Chapter 7- relationships: Bill needs to establish relationships with students in which they feel he likes and respects them. On four occasions this fall students have come to me and described Bill’s publicly berating and embarrassing them in front of the

class. In each instance I spoke with Bill because the students were afraid to speak with him directly. On one occasion when I was walking by Bill's class I heard him yelling at a student, "If you had a brain you would be dangerous." Students who feel liked and respected by their teacher are more motivated to do good work and less likely to act out in class. Bill needs to stop such disparaging remarks. He should also begin to reach out to students to establish better relationships. He should read pages 80-82 in *Instructional Practices That Maximize Student Achievement (2010)* and employ the strategies indicated. He should read pages 314-316 to see how relationships impact student motivation.

35. Chapter 3 key word- classroom routines: Ms. S. needs to reestablish her routine and expectations for student behavior at the start of class in terms of student routine as they enter. As students enter the class, Ms. S. greets them at the door as she is on hall duty, as required of all faculty. Students do not take their seats upon entering the room. Six students are engaged in conversations with each other that are unrelated to the class. Two students steal another student's hat and play a game of keep away. One student decides to erase one letter from each word of the Question of the Day on the board. Seven students laugh, crowd around the board, and encourage this student to continue to deface the Q of D. Ms. S. stated in the post conference that the behavioral expectations are addressed at the start of the year and reviewed periodically, but that clearly they needed to be addressed again. Effective start of class routines result in a higher level of student safety and more on task time during the class period. Ms. S. should read chapter 3 pages 86-96 in the book *Instructional Practices That Maximize Student Achievement (2010)*.
36. Chapter 3 key word- relationships: **PE** Mrs. Madden used effective techniques for developing good relationships with her students. For example, she refers to students by name and with a caring voice. She chose a particular student to help her demonstrate the obstacle course. She knew that this particular student would be much more focused to grasp the obstacle course concept if he helped her to demonstrate for the class. As a result, students feel liked and respected by Mrs. Madden and are less likely to act out.
37. Chapter 3 and Chapter 7 key word- relationships: Sarah used effective techniques for developing good relationships with her students. For example, she refers to students by name and with a caring voice. She sensitively acknowledged and assisted a student who was absent. As result, students feel liked and respected by the Sarah and are less likely to act out and are more motivated to learn.
38. Chapter 3 key word- classroom routines: Mrs. Turner needs to establish routines that reduce the number of interruptions when working with individual students. On about five occasions while she was conferencing with individual students, students interrupted her in order to receive assistance in spelling words for their writing. As a result, students in need of remediation didn't receive the undivided attention they needed to master the concepts. The use of "ask three before me" will allow you the needed time to concentrate on those students who needed more instruction and guidance. Mrs. Johnson should read section on establishing classroom routines in chapter 3 on pages 86-96 of the book *Instructional Practices That Maximize Student Achievement (2010)*.

39. Chapter 3- classroom routines: Francine has an effective routine for transitioning students from the teacher directed to partner work. For one section of the lesson, a written exercise in reading a graph, children moved from their regular seats so they can work with their science partners. The children completed the transition quietly within 30 seconds. Before they moved Francine reminds children to take pencils, and she tells them who will pass out graphs and how they will be distributed. As a result the children are ready for ready to work with no loss of instructional time.
40. Chapter 3 key word- classroom routines: Ms D. has an effective start of class routine. All students entered quietly and went directly to their seats. Within 60 seconds of the bell they all took out their notebooks and were copying the homework for that evening. Within 2 minutes of the start of class bell all students had read the agenda, copied down the homework and were sitting quietly with their eyes on the teacher. As a result, no instructional time was lost.
41. Chapter 3: key word- Early Childhood Transitions, classroom routines: Tiffany has established appropriate routines and rituals that provide each student the opportunity to make smooth transitions. Tiffany uses a daily picture schedule for students to follow that helps them transition between activities and helps them preview what is coming next. After activities are terminated a song is sung and a picture is removed to ensure that everyone understands that the activity is finished. “Circle time is all done all done...” “It’s time for small group.” PET III key word-classroom routines: Transition routines are done both visually and auditory to ensure they are seamless. Establishing positive routines ensures that all students understand that an activity has been terminated and they can anticipate what is coming next.
42. Chapter 3 key word- classroom routines: Mr. B. has an effective routine for transitioning students from the teacher directed learning to partner learning. For one section of the lesson, a note taking exercise, students moved from their regular seats so they can work with their partners. The students completed the transition quietly within 45 seconds. Before they moved Mr. B reminds the students to take pencils, and she tells them who will pass out wood samples and how they will be distributed. As a result the children are ready to work with no loss of instructional time.
43. Chapter 3 key word- classroom routines, groups and partners: Bill needs to create an effective routine for students to work with partners. Students remained seated in rows, listening to a lecture for the full 55 minutes of the period. As a result, students did not have an opportunity to process and embed the learning with other students in the class. They also did not have an opportunity to move and stimulate the blood flow to the brain. Bill should read pages 209 to 210 to learn about processing partners. He should also read pages 91-92 to learn how to effectively teach the routine of processing partners in *Instructional Practices That Maximize Student Achievement (2010)*.
44. Chapter 3 key word- attention signals- Bill needs you establish and effective attention signal for obtaining and regaining students’ attention. The volume of students’

conversations rose to very high level. Each time his voice was louder until he was finally yelling. Bill called out three times for the students to “speak” more quietly before he could get them to reduce their volume. Bill needs to read the pages 107-110 (attention) and 86-91 (routines) in text *Instructional Practices That Maximize Student Achievement (2010)*. He then needs to effectively establish an attention signal routine for his classroom.

45. Chapter 3 key word- attention signals: Bill needs to increase the number of desisting moves and increase the number of enlisting moves. During the lesson Bill used desisting moves such as, “Juan are you listening to me?” and “Margaret please pay attention” on seven occasions. Only once did he use an enlisting move, “Jamal is ready to go.” The disproportionate use of desisting moves undermines students’ feelings that the teacher likes and respects them. This results in lower motivation and more acting out behavior. Bill needs to read (*Instructional Strategies That Maximize Student Achievement 2010*) the section on attention moves (pages 107 to 110) with a focus on the difference between using enlisting, desisting, and neutral reinforcers. He should also read about Factor 7 reinforcement on pages 116-119.
46. Chapter 3 key word- groups and partners: Bill needs to teach his students to work effectively in groups of 3 and 4. Bill’s instruction during this observation and in five subsequent walkthroughs show teacher directed and independent student work. Groups work has been found to be an important employment skill and businesses seek employees who can work effectively in groups. Bill should read the section on the eleven areas of effective group work found on pages 91 to 96 and the group work self assessments found on pages 166-169 in the book *Practices That Maximize Student Achievement (2010)*.
47. Chapter 3 and Chapter 7 keyword- relationships: Ms. D. needs to greet her students as they enter the class. She did not greet or interact with any students during the start of class routine. Greeting students as they enter is one method teachers use to build positive relationships with students. Students who feel liked and respected by their teacher are more motivated to do good work and less likely to act out in class.
48. Chapter 5 key work- praise: Ms. D. used frequent praise. Pat followed students’ answers with comments such as “good for you,” “good,” “excellent,” and “exactly” on at least 12 occasions. As a result, students feel good about their participation and more students are likely to participate. Pat’s next step in the use of praise is to more frequently state what is praise worthy. Specific praise is more effective in changing student performance than general (euphoric) praise. Bill should read about the characteristics of effective praise found on pages 226-227 in *Instructional Practices That Maximize Student Achievement (2010)*.
49. Chapter 3 key word- routines: Ms. R has effectively taught her students the correct lab safety procedures. All students quickly and quietly retrieved the correct their safety goggles and wore them prior to starting work. At the conclusion of the experiment all the students disposed of the chemicals used correctly, washed their goggles, and returned all

materials to the proper storage location. As a result the students completed the task safely and without loss of instructional time.

50. Chapter 3 key word- classroom routines: It was evident to this observer that Ms. X has done an excellent job establishing a start of class routine. As soon as the students entered the classroom after art (11:03), Ms. X stated to them “You may all get out your snacks...” and approximately 80% of the class replied “and begin reading independently” finishing her statement. All the students began reading and within two minutes all were eating their snacks simultaneously and silently. When Ms. X was ready to begin her mini-lesson (11:08) she clapped 3 times to which her students immediately replied by clapping 3 times themselves, then stated “I want everyone in listening positions.” The students sat up straight, folded their hands and put all of their eyes on Ms. X. During our post-conference Ms. X mentioned that she spent much of month of September introducing and teaching classroom routines. As a result of Ms. X’s well-established classroom routines her students receive the maximum instructional time on task.
51. Chapter 2 and Chapter 3- homework: Ms. K needs to more effectively assign student homework. For example, the homework was not put on the board or mentioned until near the end of class. After she stated the homework two students asked her to restate the homework because they were still looking for something to record their work on. In another example a student stated, “I don't understand” but the bell was about to ring and there was little time to re-explain. As a result the end of the period became rushed and students were getting up to leave before Ms. K could re-explain and check understanding. Ms. K should direct student attention to the board where the homework is written at the beginning of the period and then revisit the homework with sufficient time to check student understanding at the end of the period. In addition, Ms. K should read pages 42-43 on assigning homework in *Instructional Practices That Maximize Student Achievement* (2010).
52. Chapter 3 key word- on task-off task: Ms. G. needs to decrease the level of off-task behavior. During the 30 minute observation there was off task behavior by five students of the 15 students; Tim, Casey, Justin, Ben, and Steven for nearly 20% of the class time. These behaviors consisted of inappropriate comments or actions and non-participation. Ms. G circulated throughout the classroom to monitor the discussions of each group but did not specifically redirect students’ off task behaviors. As a result the fore mentioned students continued with inappropriate behaviors and did not complete work and distracted the work of other students in their work groups. Ms. G needs to develop strategies that closely monitor the students’ behavior to maintain appropriate levels of classroom attentiveness (behavior modification charts, proximity, student helpers, enthusiasm, humor, and encouragement). She should read the section on routines (pages 86-96) and the section on effective group work (pages 280 and 165-169) in *Instructional Practices That Maximize Student Achievement* (2010).
53. Chapter 3: key word- attention signal: Bill needs to create an attention signal and teach it to the students. On two occasions during the lesson students were allowed to work with a partner. At the end of the partner time Bill verbally asked students to stop talking and

return to their own seats. On the first occasion he had to ask three times for all the students returned to their seats. On the second occasion he had to ask four times with increasing volume. The first time he was yelling. Bill should teach the students an attention signal and use it consistently. He should read pages 107-110 in *Instructional Practices That Maximize Student Achievement (2010)* for an explanation as to how this can be done.

54. Chapter 3: key word- Bill needs to use physical proximity more effectively. During the 55 minutes of the lesson he never left the front of the room. Four students in the back were talking to one another throughout the lesson. As result, these students did not learn the content of the lesson and made it difficult for other students to listen and learn the content. Physical proximity to students serves to proactively decrease the instances of acting out behavior. Bill should read about the use of physical proximity in the management of a classroom on pages 82-86 of *Instructional Practices That Maximize Student Achievement (2010)*.
55. Chapter 4 and Chapter 5 key word- formative assessment, summative assessment, dipsticking: Mr. Martin skillfully uses a variety of formative and summative assessments of students' mastery for instructional revisions and decision making. At the start of class, he asked students, "How many of you felt prepared for the writing proficiency?" Most students raised their hands, and some volunteered more specific answers, such as "I wrote about the Odyssey. It's mad fun to write about!" Mr. Martin then asked students, "What were the challenges you faced on the content proficiency?" A student replied, "Literary terms." Mr. Martin recorded his data on a clipboard, and mentioned during the post-conference that he will use this information along with the data collected from the actual summative writing assessments to inform his instruction in the next few weeks and the next time he teaches 9th grade English. As a result, Mr. Martin's present and future students will benefit from targeted instructional practices which correct their weaknesses in specific content and skills.
56. Chapter 4 and Chapter 5 key word- formative assessment, extension: Bill needs to more formatively assess students' mastery throughout the lesson. At no point did Bill seek to determine the students' varying level of mastery of the concepts taught. As a result, the student who mastered the concepts early did not receive extension work and other students became lost without the needed reteaching and remediation. Bill should read pages 147-148 (formative assessments) and pages 206-207 (dipsticking) in *Instructional Practices That Maximize Student Achievement (2010)* and implement strategies for frequently assessing student mastery throughout the lesson.
57. Chapter 2 and Chapter 5 key word- processing: Mr. Roberts did not provide the students with an opportunity to process and embed what they learned. The lesson began with Mr. Roberts using a powerpoint to do a lecture on the causes of the Civil War. He proceeded to explain each cause for the first 48 minutes of this 50 minute period. In the final two minutes of the period he assigned the homework. The research on student learning related to student attention span indicates that students should have an opportunity to process new learning every twenty minutes. Mr. Roberts should read the section on

attention span on pages 364-365 of the book *Instructional Practices That Maximize Student Achievement* (2010). He should also read the section on processing partners found on pages 209-210. He should plan lessons to insure students have at least two opportunities during the 50 minute period to process either in groups, individually (with learning logs), or with partners.

58. Chapter 4 key word- authentic assessment, performance assessment: A review of Bill's teacher made assessment shows he has not incorporated any performance assessments. All of his assessments assess the concepts in the curriculum in isolations without placing them in an authentic context. For example, students can apply the geometric concepts by designing and/or building structures that require the use of these concepts. Bill should read the section on authentic and performance assessments found on pages 150-154 of the text *Instructional Practices That Maximize Student Achievement* (2010).
59. Chapter 4 key word- reading instruction: Bill needs to plan differentiated activities for the teacher small group instruction station during reading period. All three groups were assigned the same worksheet. They completed the worksheet while the teacher watched and occasionally prompted the work. As a result, there was little new learning taking place during these small group meetings. Bill needs to do explicit instruction of skills during these group meetings. Each group should be learning skills matched to their reading levels.
60. Chapter 3 key word- homework: Ms. Kerry gives homework that is relevant to the concepts taught in the class. An examination of five homework assignments indicates they provide an appropriate level of practice and are not just "busy work." The result of assigning appropriate homework is that students internalize the concepts taught and get to demonstrate their continued mastery of the concepts even after time has passed since the teacher's explanation.
61. Chapter 2 key word- mastery objective, summarizing: Mr. G needs to post a set of mastery objectives for each lesson, refer to this posting throughout the lesson especially at the beginning of class and summarize/ review the mastery objectives at the end of the period. The agenda and questions he had written on the blackboard but did not have the objectives – nor was there any attention paid to verbally stating them at the beginning of the lesson (by either the teacher or students). At the end of the class period, there was a distinct lack of summarizing the lesson or the lesson objectives. As a result, the cognitive context was insufficiently established decreasing student understanding and retention of the information and skills intended for the lesson. I will be scheduling a meeting with you after school sometime on or before March 25th to discuss how you will be implementing these recommendations. You should read pages 39-41 and pages 62-68 in *Instructional Practices That Maximize Student Achievement* (2010) and meet with me if you have any questions about the this practice please come and see me.
62. Chapter 2 key work- agenda: Bill needs to post the lesson agenda and refer to it at the outset of the lesson and at appropriate phases of the lesson. Effectively communicating the agenda creates a cognitive context and results in deeper student understanding and

longer retention of the content. People should read pages 40-41 in *Instructional Practices That Maximize Student Achievement* (2010).

63. Chapter 2 and Chapter 8 key word- summarizing: Bill did not summarize the conclusion of the class. He continued his lecture on the causes of the civil war until bell rang. As students were leaving the room he quickly reminded them that there was a homework assignment on the board. The last 10 minutes of a lesson is prime learning time and summarizing at the conclusion of the lesson results in students understanding better and retaining longer what was learned in the lesson. Bill needs to read the section on summarizers found on pages 62 to 68 of the text *Instructional Practices That Maximize Student Achievement* (2010) and the section on Prime Learning Times Within a Lesson (page 365) and implement effective summarizers at the end of each lesson.
64. Chapter 2 key word- connecting: Mr. S. meets expectations in connecting the lesson to students' prior knowledge. The discussion leads to students connecting Machiavelli's ideas with World War II and Sherman's march to the sea during the Civil War. As a result students are more likely to understand the concepts and retain the learning.
65. Chapter 2 key word- connecting: Mr. R needs to connect the learning to students own lives and the real world. The lesson discussed the colonist's use of guerilla warfare tactics they learned from the Native Americans during the revolutionary war. Connecting the concept of guerilla warfare tactics with the insurgency and counter insurgency tactics used in Iraq and Afghanistan will enable the students to better master the concepts, increase their motivation to learn the concepts, and cause the students to better retain the concepts. Mr. R should read pages 56-59 and 315 in the book *Instructional Practices That Maximize Student Achievement* (2010) for more information on the importance of making these connections for students. [2005 edition pages 60-62]
66. Chapter 4 and Chapter 5 key word- include all students: Mr. B's classroom discussion did not include all of his students. There were eight students who dominated the discussion, often calling out responses, and four students who did not volunteer and were not asked to answer questions during the twenty-minute first half of the lesson. As a result, it was not possible to gauge all of the students' level of mastery on the stated objective. I recommend Mr. B incorporate the following practices found in chapter 5 of the book *Instructional Practices That Maximize Student Achievement* (2010):
 - a. dipsticking (pages 206-207)
 - b. responding to students who answer "I don't know" (pages 212-213)
 - c. and other strategies for increasing the number of students who participate (pages 229-235).
67. Chapter 3 key word- groups and partners: Francine has taught her students to work effectively with partners. Before the children start, Francine read them a narrative about the sample graph and checked their understanding of the task. The class quickly settled into the working partnerships and worked very productively. Each student filled out his or her individual lab report sheet. When voices were a little loud, Francine reminded

them to “use one-inch voices,” and this did the trick. As a result, students maintained a high level of on-task behavior.

68. Chapter 2 and Chapter 7 key word- enthusiasm: Bill’s presentation of the material lacked enthusiasm. While explaining the ocean food chain Bill spoke in a monotone throughout. His facial expression lacked any animation when talking about the subject. A teacher’s enthusiasm and passion for the content has been show to raise the level of student motivations. Bill needs to read the section on conveying passion and enthusiasm on page 59 and pages 312-313 of the text *Instructional Practices That Maximize Student Achievement* to understand the impact of teacher enthusiasm. Bill needs to demonstrate enthusiasm in his voice tone and facial expressions when teaching.
69. Chapter 5 key word-wait time I: Sarah needs to use more wait time I after asking a question and before calling on a student to answer. Sarah asked 11 questions and waited one second or less before calling on a student or answering the question herself. Only three students individually answered questions. The result of waiting three to five seconds after asking a question is it enables more students to process the question and have a chance to answer. Sarah needs to insure that she waits 3 to 5 seconds after asking a question to give students adequate time to process the questions. She should also read pages 222-223 in the book *Instructional Practices That Maximize Student Achievement (2010)* to learn the positive impacts of wait time. [2005 edition pages 186-187]
70. Chapter 5 key word-wait time II: Bill needs to wait at least three seconds after a student gives him an answer to a question, before he responds to the student. After multiple full class-period and walk-through observations, it is evident that Bill’s practice is to immediately respond to every student answer, right or wrong, long or short. As a result, students, when called upon, have gotten into the habit of answering predominantly with a single word or phrase, knowing that Bill will generally then move on to his next question. Research has shown that, when wait time is increased, student responses improve significantly, as does learning. Bill should read pages 222-5 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers (2nd edition)*, and implement the strategies described there.
71. Chapter 5 key word-using think alouds to model higher order thinking: Bill effectively used think-alouds several times over the course of a forty-five minute lesson, to model higher-order thinking for his students. His high school lesson on genetics required complex application of mathematics. Bill worked out the formulas, verbalizing his thinking, while his students listened to each step. He then required them to analyze his thinking and the strategy he employed. In this manner, the students were able to learn how to apply the strategy when given new examples.
72. Chapter 6 key word- extension: Francine needs to provide students who finish early with an extension. Three of the groups finished at least five minutes prior to other members of the class. During that time they had conversations about what they would be doing after school and what they had for lunch. As a result important on task time was lost for these students. When given this data in the post conference Francine quickly came up with an

extension task that would fit well with this lesson that she will use the next time she teaches the lesson.

73. Chapter 4 and Chapter 5 key word- check understanding: During dissection, Gina should have more effectively checked for understanding by dipsticking with all the students. Throughout dissection, Gina asked questions to check student understanding and allowed the students to respond freely. Two female students that sat directly in front of Gina dominated the responses and were quick with answers. One male student off to the right corner sat back throughout the activity and became disengaged. Had Gina used dipsticking strategies that checked the understanding of all students she could have gauged the level of understanding of all students and been able to extend and remediate as needed. Gina should read the section on dipsticking on pages 206 and 207 in *Instructional Practices That Maximize Student Achievement (2010)*.
74. Chapter 2 key word- clear directions: Francine gave clear directions. She went through the worksheet in a question-and-answer format. The worksheet was very clearly laid out (see attached). For each question, Francine had a student explain what was required to successfully answer the question. Francine anticipated problems. For example, the worksheet called for four or five interesting facts. Francine acknowledged that kids had more than this, but that they needed to pick the most important and interesting ones. Francine reviewed the process for filling out the sheet-how to take turns and how the people who were not writing could be preparing the next question. Francine next told the kids where they were going to be working. She emphasized that if there were six groups talking, they would need to keep their voices down. The task needed to be finished before lunch (they would have about twenty-five minutes). All of this advanced organizing-i.e., previewing the sheet, answering questions and predicting problems resulted in a high level of student success in completing the task.
75. Chapter 2 key word- clear directions Mr. R needs to give step by step directions. When explaining the lab procedures he gave multiple directions without checking understanding. You need to get a balance beam. Once you have the balance beam you need to find items around the room and weigh them using the gram weights on the back shelf. Once you weigh each item write the information on the worksheet noting what you weighed and how much the item weighed. As a result many of the students were unable to complete the task once they were sent off to work independently. Mr. R. needs to read about why step by step directions important on pages 59 and 60 in the text *Instructional Practices That Maximize Student Achievement 2010*. He needs to give the directions one step at a time and check understanding at each step. Pages 206-207 explain how he can dipstick to check understanding at each step of the directions.
76. Chapter 2 key word- connections: Dr. H. made many connections to current events and real world applications during her instructions and lecture to the class. When referring to the chemical compounds and gases she mentioned the signing of a bill by the president making CO₂ emissions changes for Massachusetts. She asked students why we use garden lime in New England. This connection to the real world increases students' motivation to learn and their understanding of the information taught in the lesson.

77. Chapter 3 key word- groups and partners: Mr. C has taught his students to work effectively in groups. The students worked in groups of four at their tables. On The Circuit Experience packet, he included directions that made reference to the students working in a group: “You should discuss the questions and possible answers with your group and each group member must turn in a complete packet.” At the outset of the work he assigned each member of the groups jobs using the cooperative learning jobs grid. As he circulated around the room, he made comments to certain groups about working together: “Leaders make sure people work together to follow the wiring diagram.” “Gophers please sign-in on the computer as apprentices.” Scribe, please be sure you are noting each step the groups take. As a result of the quality group work, the students maintained a high level of “on task” behavior and were actively engaged throughout the lesson.
78. Chapter 3 key word- groups and partners: Mr. G’s use of small groups (based on previously established “manor groups”) was ineffective. Students lacked clarity on the roles and responsibilities of each student and those of each desk cluster. For example, students were initially not sure of where they were supposed to sit, nor were students demonstrating any understanding of “who should do what” (e.g., who would be the leader, scribe, reporter, gopher, etc.). Two students reported out just his/her own thoughts, rather than summarizing or synthesizing the ideas of everyone in their small groups. In two other groups, students expressed their own ideas respectfully but without regard for the content/substance of their peers’ comments. As a result, none of the groups effectively discussed and summarized their content of their discussions. I strongly recommend that you incorporate processing partners on pages 209-210 of *Instructional Practices That Maximize Student Achievement (2010)* as a way for students to become experienced in discussing questions with one another – and then to explicitly teach students, with modeling and practice, about how to function effectively in groups of three and four (see pages 93 and 94 in the same green book, *Instructional Practices That Maximize Student Achievement (2010)*). [2005 edition pages 173-174 (processing partners) and page 95 (cooperative learning)]
79. Chapter 2 key word- activate previous learning: Bill needs to activate previous learning before moving on to the new concepts. Bill began the lesson with a lecture on the causes of the civil war. He did not activate the previous learning related to the economic systems in the North and South and connect that learning to the new learning. Students who are able to connect new learning to activated previous learning better understand and retain longer the new concepts taught in the lesson. Bill should read pages 43-50 in *Instructional Practices That Maximize Student Achievement (2010)* to learn more about activating previous learning and see me if he has any questions.
80. Chapter 2, Chapter 5 Key word- do now: Bill needs to incorporate an effective do now at the beginning of the class. Students arrived and talked social with their colleagues for the first four minutes of class (while Bill was checking the homework). As a result important instructional time was lost. Bill needs to read the section on “do nows” found on pages

49-50 and 208 of the text *Instructional Practices That Maximize Student Achievement* (2010) and incorporate an effective “do now” at the start of each lesson.

81. Chapter 5 keyword- questioning: Bill needs to incorporate strategies for use with students who answer “I don’t know” to when called upon to answer a question. On four occasions Bill called on students who did not have their hand raised. In each case he moved on to another student as soon as the student answered “I don’t know.” On one occasion he went to five students before a student answered. Always accepting “I don’t know” has the impact of causing students not to think about the questions when an answer is not easily available or they just don’t feel like answering. Bill should read pages 212 and 213 in *Instructional Practices That Maximize Student Achievement* (2010) to learn strategies for assisting students who are too quick to answer “I don’t know.”
82. Chapter 5 keyword- questioning: Bill needs to incorporate more higher order thinking questions into his question and answer periods. Bill asked a total of 16 questions. Ten of those questions were at the recall level, five were at the comprehension level and only one was at the higher order thinking skills level. Asking higher order thinking questions results in develop students higher order thinking skills. Bill should read the section on levels of questions found on pages 214 to 217 in *Instructional Practices That Maximize Student Achievement* (2010) to learn about the levels of questions and their impact on students. He should use the Bloom’s taxonomy chart on page 288 to see lists of verbs that are used when asking higher order thinking questions.
83. Chapter 5 keyword- questioning: Bill needs to avoid “happy talk” when asking questions. On four occasions Bill surrounded his questions with superfluous verbiage. For example, he asked a question about the causes of the civil war by saying, “We have been learning many causes of the civil war. These causes were of various importance to different people. People had a wide variety of opinions about the causes they lead to a great deal of debate. Keeping in mind all of these differences among all of these people, what do you think is the most significant cause of the civil war and why did you choose that one?” In this case the succinct questions was, “What do you think is the most significant cause of the civil war and why did you choose that one?” The extra verbiage resulted in confusion among some of the students that reduced their ability to answer the question correctly. See pages 218-219 in *Instructional Practices That Maximize Student Achievement* (2010) to learn about the avoidance of “happy talk” when asking a question.
84. Chapter 5 keyword- questioning: Bill needs to increase the percentage of students who answer questions in class. There were 27 students in the class and Bill asked 14 questions. One student answered five questions, two students answered three questions, and three students answered one question. When a small percentage of students answer all of the questions the other students become disengaged in the lesson and often stop trying to answer questions. Bill needs to read pages 229-235 in *Instructional Practices That Maximize Student Achievement* (2010) and incorporate strategies for increasing the number of students who answer questions.

85. Chapter 5 keyword- questioning: Bill needs to avoid asking multiple questions at one time. During the lesson he asked, “Should President Harry Truman have made the decision to drop the atomic bomb on Hiroshima and Nagasaki? Do you think racism against Asians played a role in this decision? Would Truman have been willing to drop an atomic bomb on Berlin or Rome?” Before stopping to give time for students to answer. The students look confused and only two raised their hands. Asking multiple questions does not give students adequate time to process and develop complete answers to the questions. Bill should read pages 219-220 in the book *Instructional Practices That Maximize Student Achievement (2010)* to learn more about the impact of asking more than one questions at a time.
86. Chapter 5 key word- questioning: Bill needs to stop calling on a student to answer a questions before asking the question. On four occasions during the lesson Bill called on a student (Joe, Margarit, Willy, and Freddie) prior to asking them a questions. Students in a class are more likely to pay attention to the question being asked and to mentally prepare a response if their teacher first poses a question and then calls upon a particular student to answer it. Caram and Davis, in their article *Inviting Student Engagement With Questioning* (Kappan, Fall 2005) suggest, “Pose the question to the entire group and wait before identifying a student to respond” (p. 21). This information can be found on page 225 of the text *Instructional Practices That Maximize Student Achievement (2010)*.
87. Chapter 5 key word-double-barreled questioning: During a ten-minute walk-through, Mary was observed asking multiple questions in succession, which generated confusion for the students in her fifth-grade class. In the first instance, she asked a student what year the American Revolution started, and the major causes for the colonists’ grievances with England. In the second instance, she asked a student why George Washington proved to be a successful general, and which qualities carried over to his presidency. While these questions are important, each requires two distinct answers. Students perform better when teachers divide questions like these into two separate questions. Mary should read pages 219-20 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers (2nd edition)*, and avoid double-barreled questions in the future.
88. Chapter 5 key word- praise: Ms. D’s student praise statements lack many of the characteristics of effective praise. On all 12 occasions that Pat praised students’ answers to questions she used general, euphoric praise statements such as “good for you,” “good,” “excellent,” and “exactly”. Euphoric praise makes students feel good; however it is praise that contains the characteristics of effective praise that brings students to higher levels of learning. Pat needs to read pages 226-227 in the book *Instructional Practices That Maximize Student Achievement (2010)* for information on the characteristics of effective praise.
89. Chapter 1 and Chapter 2 key word- mastery objective, agenda: Ms. Kerry did not focus her students’ attention on the mastery objectives or the agenda for the lesson. Although there was a brief agenda written on the left side of the front board, there was no verbal mention of it. The mastery objectives for the lesson were not posted nor explained. Ms. Kerry began the math lesson with, “Take out your books and homework.” Following a

review of the homework, she started the class on class problem 1.2. The class simply ended with the review of this problem 1.2. I did not hear any explicit reference to the objective of this lesson. The result of making connections between the class activities and the learning goals is that students understand the purpose of each activity in the “big picture” of the lesson will better understand the material within each activity. Ms. Kerry should read the sections on posting and stating agendas (pages 40-41) and posting and stating mastery objectives (pages 11-12 and 39-40) in the book *Instructional Practices That Maximize Student Achievement* (2010).

90. Chapter 6 key word- extension: Mrs. XYZ needs to provide students who finish early with an extension. Four of the eight students completed the independent work at least seven minutes prior to the other members of the class. During that time they texted on their cell phones or began conversations with other students about non-task related topics. As a result, important on task time was lost for these students. When given this data in the post conference, Mrs. XYZ provided the observer an extension task that she will employ the next time she teaches this lesson.
91. Chapter 5 key word- include all students: Ms. Sanchez did an excellent job of involving all learners in every aspect of the lesson. During the first portion of the period, Ms. Sanchez asked the students a series of questions as they reviewed cell division and illustrated the process with the manipulatives on the white board. During this time (about 30 minutes), 14 of the 15 students participated in the discussion. She called on students who were and were not raising hands and her students clearly felt comfortable asking her clarifying questions. As a result of requiring all students to participate in discussions, Ms. Sanchez created an environment where all students were actively engaged throughout the period.
92. Chapter 6 key word- varying ability levels, inclusion: Ms. D differentiated this lesson for the varying ability levels of her students. Her room is a full inclusion classroom and she has five students that receive special education services for math instruction. Ms. D. prepared the same task, the creation of a robot, but used different vocabulary and had different expectations for three groups within the class. One of her students with severe special needs completed the work with his assistant and had illustrations of the geometric shapes to reference while making his robot. Four other students had small supply kits to build shapes and angles prior to drawing them on the paper. Every student in the room was successfully engaged in the learning for this math period.
93. Chapter 6 key word- learning styles: Mrs. F does an excellent job of providing opportunities for students with different learning styles to be successful. Students worked collaboratively in small groups throughout the classroom at different stations. One group worked with Mrs. F on reading their parts from a play they were working on while the other groups: used water colors to paint the numbers on a clock, traced and cut out their hands from construction paper, worked on mini word family books, and wrote in their journals. By providing instruction that included auditory, visual, and kinesthetic elements, all students were given an equal opportunity to succeed.

94. Chapter 6 and Essays on Special Education key word- special education: Bill provides classroom modifications that match the needs of his special education students. In the pre-conference Bill was able to describe the modifications he had planned into the lesson to match those in the IEPs of his students. During the lesson I observed three students using graphic organizers to organize the information from the reading. Bill provided all directions both verbally and in writing. He checked in with each special education student at least three times during the independent work time and provided support as needed. As a result, these students were able to master the content at the same level as the general education students.
95. Chapter 5 key word- include all students: Mr. C's classroom discussion did not include all of his students. There were five students who dominated the discussion, often calling out responses, and eight students who did not volunteer and were not asked to answer questions during the twenty-minute lesson. As a result, it was not possible to gauge all of the students' level of mastery on the stated objective. I recommend Mr. C incorporate the following practices from the book *Instructional Practices That Maximize Student Achievement* (2010):
- a. dipsticking (pages 206-207) [2005 edition pages 168-170]
 - b. responding to students who answer "I don't know" (pages 212-213) [2005 edition pages 177-178]
 - c. and other strategies for increasing the number of students who participate (pages 229-235). [2005 edition pages 194-197]
96. Chapter 1 key word- high standards and expectations: Mrs. F promotes high standards and expectations for students' achievement. As Mrs. F worked with her small group, she responded to students in a way that kept their minds open and thinking. For example, as a child would get stuck on a word or phrase they were reading aloud, Mrs. F would respond with appropriate prompts such as "Does that make sense? Look at all the letter clues. What word would make the most sense here?" She also repeated what each child said, so they could hear what they were saying. In each case, the student was successful and didn't need Mrs. F to tell him or her the exact word or phrase. Mrs. F's prompts coupled with her calm, reassuring, and encouraging voice motivated each student to keep trying and not give up.
97. Chapter 1, Chapter 6, and Chapter 7 key word high standards and expectations. Mr. R. demonstrated high standards but low expectations. A review of his report grades for the last four marking periods show student failure rates of 31%, 35%, 29%, and 36%. A review of the failure rates of students in classes of similar levels shows an average failure rate of under 17%. A review of Mr. R's lesson plans shows little differentiation for varying levels of mastery among his students. A lesson observation indicated that only 40% of the students asked or answered a question during the lesson. Mr. R should read the following sections of the book *Instructional Strategies That Maximize Student Achievement* (2010). After reading these sections he should meet with the mathematics department head to determine how he can differentiate his instruction to meet the needs of a high percentage of students.
- Levels of mastery pp. 1-5

- Chapter 7 Raising Intelligence and Motivation
- Chapter 5 Questioning Practices
- Chapter 6 Differentiating Instruction to Meet the Needs of Diverse Learners

Other Paragraphs

98. PET II: key word- use of support staff: T uses her teaching staff effectively when planning small group activities. Three small group activities were planned for students. It was clear, that all staff in the room knew what the expectation for the lessons were and what they had to do. One teacher was at the easel with a small group of students working on an activity. At a second table a teaching assistant was working with another small group of children. By providing children with small group activities and utilizing the staff in such a way it provides children with more individual instruction time. This will help them to carry over skills and ensure for success. The only glitch during this activity was that one of the students wasn't clear as to where to go. A suggestion for smooth transitions would be to have the children put the pictures on the chart themselves. This way staff and students would be clear on what group they are with.
99. key word- technology: Mrs. S effectively used computer technology to maximize instruction. Mrs. Smith used a computer and smartboard throughout the lesson on family relationships on the white board; she projected the same worksheet that students were working on at their seats. Students were observed easily following along with a family tree as they went over answers. Various students came up and filled-in answers on the whiteboard. When the class referred to their textbook to go over the different uses of verbs 'ser' and 'estar', Mrs. Smith projected the same text from her computer onto a screen and students were able to easily follow along. Mrs. Smith's use of technology helped students to remain on task and focused throughout the lesson. It also increased the mastery of the visual learners.
100. key word- classroom space: Francine effectively uses her classroom wall space to support student learning. During the room tour she explained how each wall display supported the curriculum she was presently teaching in one of the subject areas. For example, she had a word wall about trees and a word wall that had commonly misspelled words from ELA. On another wall she had commonly used English phrases with their Spanish translations both to support her ELL students and to help the English speakers begin the learn Spanish. As a result, students could find information that would assist them to independently resolve learning questions that could stop their on task behavior.
101. key word- reading instruction: Bill's lesson demonstrated the correct structure for the reading block. The lesson began 15 minutes of whole group instruction during which Bill explained the task at each of the three stations. There was then 90 minutes of instruction with the students in three small groups. Each group had an opportunity to work at all three stations for 30 minutes. When each of the three groups met with teacher they lesson was specific to their particular needs. As a result, the students received instruction at their appropriate zone of proximal development.
102. key word- writing process, classroom space: Bill has a classroom set up that supports the writing process. There is a permanent writing center that students can access

daily. The writing folders are files on the window sill for easy access by the students. The posters with the steps of the writing process including the peer and self editing poster are clearly displayed. This set up increase students' ability to independently improve and complete their writing.

103. key word- writing process, formative assessment: Bill needs to set up a management system that shows where each student is in the writing process. One example is a chart of the names of the students with each of the steps noted to the right of their name. The students tack their red card in the box that indicates what part of the process they are at during the lesson. Bill should meet with the literacy coach to set this system up in his classroom. A management system enables the teacher to quickly view where every student is in the process. He can provide each student with the level of teacher support he or she needs.
104. key word- content reading and writing: Bill has successfully taught his students three of the key content reading and writing strategies. A review of the students' notebooks shows they are using Cornell note taking. At the post conference Bill share samples of graphic organizers students use to organize key information from the science text when they read and during lectures. The research reports showed correct citation of sources, good paragraph structure and other structural components of good writing. These content reading and writing strategies will contribute significantly to the future success academic success of these students throughout their schooling.
105. PET VI key word- special education, inclusion: Bill accepts equal ownership for his special education students with the special education staff. Both Bill and the inclusion teacher took turns giving the whole class instruction and providing individual support. Both teachers worked equally with the regular education and special education students. An outside observer would have had a difficult time determining which teacher was the general education teacher and which teacher was the special education teacher. As a result, all students (general education and special education) in the class received support at their level of need and were more successful in mastering the content.
106. key word- content knowledge: Bill does not have adequate content knowledge. On two occasions students asked questions that Bill could not answer. In the post conference we reviewed the curriculum and key concepts in physics. Bill's answers to questions raised in the conference indicated he did not have the requisite physics knowledge. As a result, students do receive the depth of content they need to achieve at the high level on the state exam. Bill needs to register and successfully complete a physics course at Quincy college in the coming semester. At that point we will meet again to check on his content knowledge.
107. keyword- common core: Ms. X exceeds the expectations for planning a standards based unit of study using the common core. First Ms. X, along with her team members reviewed the new common core math standards to determine the focus of instruction in geometry. Ms. X and her team members then targeted what their students would be expected to master at the conclusion of the unit. Next they began to develop the

assessments they would use to monitor her students' level of mastery. The lesson observed provided students with an opportunity to demonstrate whether they had reached application mastery of the skills from the common core. During our post conference Ms. X and I discussed other lessons that were a part of this unit. Each of the lessons designed required students to actively engage with the content and to continually communicate their understanding. Ms. X encouraged her team members to provide multiple opportunities for their students to work in partnerships or small groups as they made meaning of the material. Ms. X also modeled a lesson for her colleagues. As a result, students in multiple classrooms are having higher levels of mastery on the skills in the common core.

108. Keyword- common core: Mr. Y demonstrated unsatisfactory performance related to teaching the common core. The math lesson involved students learning the algorithm for two digit multiplication. The teacher demonstrated the algorithm twice and then assigned students 10 problems to complete without checking the level of mastery of all the students or indicating any real world applications. As a result, many students could not complete that problems or master the concepts. Mr. Y needs to again review the common core to determine higher order thinking concepts that should be applied when teaching this algorithm. He needs to carefully read chapter 4 of the book *Instructional Practices That Maximize Student Achievement* (Ribas, Deane, Seider 210) and plan in his lessons frequent checking of understanding throughout the lesson to gage students' mastery (see also the explanation of levels of mastery found on pages 2-3 of the same text) and adjust instruction to meet those levels of mastery.

English Language Learning

109. PET VI key word- English language learning: Bill has a clear understanding of the language stage of the ELL students in his class. Bill explained in his pre-conference that he did an oral assessment of his students and determined the level of each student. Bill has reviewed the MEPA results for each student on grade quick. As a result he is able to match strategies to their needs thereby enabling these students to access the content of the lesson.
110. PET VI key word- English language learning, sheltered English immersion: Bill does not have has a clear understanding of the language stage of the ELL students in his class. In the pre-conference Bill was unable to indicate the stages of his ELL students. His lesson did not adequately differentiate for these varied stages. As a result these students could not adequately complete the lesson task or the homework. Bill needs to review the stages of language acquisition found on pages I-6 and I-7 of the book *Instructional Strategies That Maximize Student Achievement* 2010. Bill needs to review the oral assessments (completed by the ELL specialist) of his students and determined the level of each student. Bill needs to review the MEPA results for each student on grade quick. If he has any questions about this information he should make an appointment with me to discuss it further.

111. key word- English language learning, sheltered English immersion: Bill needs to provide more scaffolding for his ELL students. Adequate scaffolding enables the ELL students to master the content objectives. Bill needs to preview key vocabulary from the lesson for the ELL students. One way to do this is to identify cognates within the English and Spanish words. Students with adequate understanding of the vocabulary of the lesson will be able to mastery the content of the lesson at higher levels.
112. Chapter 1 key word- English language learning, sheltered English immersion: Bill needs to include mastery language objectives for his ELL students in his lesson plans. When planning includes objectives specifically targeted to ELL learners these students increase their level of English language acquisition and master more of the content in the other mastery objectives for the lesson.
113. key word- use of support staff, English language learning, sheltered English immersion: Bill effectively co-teaches with the ELL staff member in his classroom. In the pre-conference Bill described when and how he and the ELL teacher plan together. During the lesson I observed the ELL teacher moving about the room assisting both the ELL students and general education students. At times the ELL teacher took the lead in teaching whole class and the general education teacher provided individual support to the ELL and general education students. As a result the ELL students learn the same level of content as the regular education students.
114. key word- English language learning, sheltered English immersion: Bill did not effectively use the ELL staff member in his classroom. During the lesson I observed the ELL teacher sitting with a small group of ELL students working on content that was not related to the content of the lesson. In the post conference Bill explained that he had not discuss the lesson with the ELL teacher or provided a lesson plan for the ELL teacher. As a result the ELL students did not learn the same level of content as the regular education students. Bill needs to provide the ELL teacher with an overview of his plans for the week. He and the ELL teacher should then identify and implement vocabulary, visuals, and other scaffolds related to the content of the lessons.
115. Key word- English language learning, sheltered English immersion: Bill provides his ELL students with opportunities for authentic experiences using English. During a math lesson the class counted hair color of students and wrote fractions to express the ratios for various hair colors. The result of learning through authentic, memorable experiences is that students better understand and retain longer what is taught.

116. Key word- English language learning, sheltered English immersion connecting: Bill effectively incorporates in his lesson connections to the cultures of his ELL students. Students were assigned research projects to report on the roles of notable Puerto Ricans during the Spanish American War. As a result students more easily assign meaning to new concepts while expanding on their own cultural experience. This creates higher levels of mastery and motivation.
117. Key word- English language learning, sheltered English immersion: Bill effectively provides frequent opportunities for his students to learn and use social and academic English. At regular intervals, students discuss new concepts with a partner and then share their ideas with another pair. As a result students strengthen their English proficiency while strengthening academic skills in listening, speaking, reading and writing.
118. Key word- English language learning: Bill needs to have a better understanding of the level of literacy his ELL students have in their primary language. In the post conference Bill could not explain the level of native language literacy of any of the students. It was clear he had not yet checked this in the cumulative files. Research shows that the greater native language literacy skills a student has, the easier it is to apply those skills to learning a new language. As a result he will be able to adjust his level of teaching to meet their needs. Bill needs to review student cumulative folders and contact ELL specialists to analyze student English proficiency results.
119. Key word- English language learning: Bill effectively assists ELL students to transfer their knowledge of their first language to their acquisition of English. Word walls demonstrate evidence that Bill uses Spanish cognates to help students learn new academic terms. As a result students learn to apply these skills when confronted with unfamiliar situations.
120. Key word- English language learning: Bill effectively used a bilingual student to assist an ELL student with comprehending the content of the lesson. Bill paired a recently mainstreamed student with a new student from Puerto Rico to measure the mass and volume of various objects in science. As a result the non English speaker was able to master the science concepts and the “interpreter” developed a deeper understanding of the content by explaining it to a peer.
121. Key word- English language learning, sheltered English immersion: Bill used visuals effectively to increase the level of mastery of the content for his ELL students. Bill posts safety rules with icons and reviews them in English before every science lab session. Bill also has a word wall with content vocabulary posted both in English, Spanish, and Thai. As a result students with various English language proficiency levels were able to safely perform experiments in class with complete comprehension.

122. Key word- English language learning, sheltered English immersion: Bill needs to use more visuals in his teaching. While teaching about the weapons of the civil war he failed use visuals with the words. Accompanying the visuals with pictures increases the level of student understanding and retention of the concepts and vocabulary in the lesson. Bill should read the section on images and special representations found on pages 54 and 55 of the book *Instructional Practices That Maximize Student Achievement (2010)* to learn the impact on learning when visuals are used.
123. Key word- English language learning, sheltered English immersion: Bill effectively used total physical response (TPR) to increase the level of mastery for his ELL students. Students stand on a number line marked on the floor and move the appropriate direction and distance in math class. As a result students have access to a physical experience to recall important information from the lesson.
124. Key word- visuals: Mr. S. used visuals effectively to provide the directions verbally and visually. He had handouts that showed the parts of the machine and had students refer to the appropriate page of the handout during the explanation. As a result visual learners will have equal access to the instructions as auditory learners.
125. Key word- English language learning, sheltered English immersion: Bill collaborates effectively with ELL specialists to assess the level of English language acquisition of his students. Bill and his team meet regularly with an ESL teacher to review student writing samples and reflect on student progress towards proficiency. As a result the information had enabled him make improve level of mastery of the content by the ELLs in his class.
126. Key word- English language learning, sheltered English immersion: Bill effectively co-teaches with the ELL staff member in his classroom. Both teachers carefully script each class to share responsibility and provide appropriate input throughout the lesson when they are not the lead teacher at the time. As a result both the general education students and the ELLs reach higher levels of mastery by receiving effective individual and small group support.
127. Chapter 9 Key word- parents: Bill needs to improve his communication with parents. I observed his curriculum night presentation and found it to be disorganized and confusing. Bill did not have the handouts explaining his homework and grading policies available for parents. One parent asked for clarification about the homework policy and Bill responded in a defensive manner. As a result, parents have expressed a lack of confidence that their children will get an effective education in Bill's class this year. Bill needs to read the section about running successful curriculum nights found on pages 400-403 of the book *Instructional Practices That Maximize Student Achievement (2010)*. Bill should

also set up a website where parents can find information about the operation of the class. Bill should review the sample website found on pages 409-415 of the same text.

128. Chapter 9 Key word- parents: Joanne maintains effective communication with parents. She returns parent calls and parent e-mails within one work day of receiving them. She carefully plans and conducts parent conferences. She frequently sends e-mails to parents indicating student successes and/or drops in student performance. Her website contains all the homework assignments and hints to assist student with their homework. As a result, parents feel well informed about and actively engage in their child's school performance.
129. Key word- inclusion: D did an excellent job of collaborating with two Special Education teachers on this lesson. At our post observation conference we discussed how that happens. D shared that the three of them often talk and plan at transitional times between classes or while students are working independently. As a result students receive seamless co-teaching that provides extension and remediation to all students as needed. This leads to higher levels of mastery for all students.
130. Key word- collegiality: Bill needs to work more effectively with colleagues. This year I needed to mediate conflicts between Bill and colleagues on three occasions in 3-way conferences. These mediations occurred after the teachers were unsuccessful in their attempts to talk directly to Bill about the issue. Two of the concerns were about Bill's failure to arrive on time to pick up his students at the end of the classes (art and music). One was about Bill's chastising a colleague in the hallway in front of students. It is important to note that I have also had four other concerns expressed by staff but these staff members were not comfortable meeting with Bill and me about the issue. In the entire staff of 50 teachers I have only had to mediate with 3-way conferences a total of four other conflicts among staff. These behaviors make his colleagues' jobs more stressful and create undue tension in the school. Bill needs to be sure he carries all his responsibilities (e.g. arriving on time for students and duties). He needs to discuss differences with staff members in private and in a professional (calm and non-threatening manner).
131. Key word- professional responsibilities
Joanne actively supports building wide improvement. She voluntarily participates in two committees, technology and wellness. Through her work on the technology committee she has increase teacher competency in the use of smart board technology with their students. Her work on the wellness committee has resulted in improved curriculum that better meets the needs of students in the new millennium.
132. Key word- professional responsibilities
Joanne actively participates in school-sponsored professional development activities and then incorporates the new learning into her teaching. For instance, after we discussed the cognitive context strategies in a faculty meeting she developed a format for her board that provided students with agendas and mastery objectives for the various classes she

teaches. This resulted in higher levels of student mastery of the information and skills taught in each lesson.

key word-Special Education

133. Ms. C developed a discrete trial program and teaching procedure that was appropriate to the student's current performance and skill needs. The teaching procedure had a hierarchy of prompts and the order of stimuli was counterbalanced. The data collection sheet was set up to record all appropriate information including Step, Criteria, and Level to make it easier for all staff to implement. Because of these procedures the discrete trial program was implemented successfully and the student was able to fully participate in the program.
134. Ms. C did not scaffold the student's learning to support the overall objective of the discrete trial program which was to expressively identify time to the 45 minutes. Given the student's current difficulty identifying 3:45 and 4:45, and his previous difficulties with other hours, Ms. Chamberlin identified a supplemental program that targeted a separate skill (matching), but did not target the consistent error problem the student was exhibiting – looking at the next hour rather than the previous hour when reading the time. Levels two, three, and four of the primary time telling program involved moving the hour hand closer and closer to the accurate position for 45 minutes past the hour. Because Ms. C did not use techniques that would scaffold the student's identification of the correct time, the student continued to have a consistent error pattern and had not yet mastered the skill.

key word- Nurse

135. Sue used effective techniques for creating a nurturing environment for students in the health care setting. For example, she refers to all students by name. Her demeanor is calm and tone of voice is caring. She acknowledges each student's health care needs with sensitivity. She assisted students with a wide variety of health care issues. As a result, students feel safe going to the school nurse and will seek the health care that they need during the school day.
136. Fran needs to clearly define a protocol for dispensing cough drops in the Health Clinic. Cough drops are given to all students that requested them. An assessment of health care need was not done prior to giving the cough drops. The result of doing an assessment is that some students may not require what is considered an over the counter medication. A drink of water or piece of hard candy may suffice for those students. Fran should review the literature on over the counter medication. She should also keep benign remedies at her disposal as a first treatment option.
137. Ms. K was well provisioned for the health clinic screening session. The equipment needed to support the activity was prepared and found to be in good working order prior

to the session. Posters that visually support the screening activity were hanging on the walls of the health clinic. As a result, there was no break to student screening time to prepare materials.

key word- Guidance and Counseling

138. **Principles of effective counseling Promotes equity effectively:** Mr. L has worked diligently to promote equity and appreciation of diversity of multicultural students at DHS. Mr. L does this by providing opportunities for all students to participate in guidance and counseling programs while demonstrating sensitivity to differences in abilities, genders, race, and ethnicity learning style, social and cultural backgrounds. One example of this demonstrated effort can be found in Mr. L' organizing and supervising the trip for multicultural students to UNH. Due to Mr. L's commitment to increasing awareness and opportunities for minority students these students are more conscious of post secondary offerings.
139. **Principles of effective counseling meets professional responsibilities effectively:** Mr. L has struggled with effectively communicating and interacting with parents, students, and other educators. On three occasions this year Mr. L has not consulted with parents or staff members before developing and implementing counseling plans for students. Lacking this information he did not correctly identify concerns and issues in ways that would anticipate and address areas of potential difficulty connected to changes or service implementation. This resulted in confusion and a misunderstanding has arisen among the parents and staff related to the plan. It has also resulted in a less effective plan for the student. As is stated in the procedures for counselors, Mr. L must involve parents and appropriate staff members when creating a student's counseling plan.
140. Mr. L has not effectively communicated with students. He directed a student to the wrong room for the PSAT. This resulted in the student not receiving his extended time accommodation. The lack of accommodation caused a lower score for the student.
141. Mr. L has not effectively communicated with staff and students. Mr. L did not review a student's accommodations for SAT testing with the staff administering the test. As a result the student was given too many accommodations for the testing. The student was called down to meet with Mr. L. to rectify the situation. Mr. L. left the student unattended and improperly directed the corrections. Thus, the student was unable to successfully make the corrections. Because of all these disturbances and irregularities, the College Board refused to grade the SAT, the student has no SATs to submit to colleges, and the student must pay for and sit for another SAT exam.
142. Mr. L has not effectively communicated with parents. Mr. L and a student met to make changes to the student's schedule. Mr. L did not contact the parents to obtain their input regarding the change as is noted in the schedule change procedure for guidance counselors. Once learning of the change from the student the parents became angry and refused to allow the modification. This resulted in multiple follow up meetings with the

administration and the development of a new schedule. Mr. L. must discuss important changes in students' schedules prior to making these changes.

143. **Principle of effective counseling delivers effective counseling:** Mr. L has been careless in reviewing school counseling and guidance paperwork. Since Mr. L did not carefully review his student caseload's progress toward graduation, multiple students were improperly placed, which resulted in disruptive schedule changes weeks into the first semester.
144. **Principle of effective counseling Collect and analyze school counseling data effectively:** Mr. L is very effective when it comes to addressing the big picture concerns and planning. He has done an excellent job of maintaining the guidance webpage updates, meeting the quantitative needs of the department and entire school, and working collaboratively with other counselors to establish and reevaluate department wide policies and procedures that help assure continuity of effective guidance and counseling services.
145. Mr. L needs to give classroom teachers adequate notice when he needs to take a child from class. On two occasions this year I needed to hold a three-way conference with a teachers who were frustrated that he came to the room and took students without any prior notice or scheduling. Neither case was an emergency and Mr. L had ample time notify the teachers and/or set a time that was least disruptive to the program. Failure to do so results in a disruption to the class lesson and undo disruption to the learning of the student with whom he is working.
146. Mr. R needs to create a schedule in a timely manner. Despite having all the information needed for his schedule, Mr. R did not have his schedule finished until the 3rd week of school. This resulted in an almost two week delay in providing students with direct service and beginning the classroom developmental counseling program. Mr. R. needs to have his in draft form prior to the first day of school. He then needs to review the schedule with other school personnel and have a final schedule not later than the fourth day of school.
147. Mr. L needs to manage referrals in a timely and responsive manner. On three occasions this year it was determined in the child study meeting that Mr. L should do a home visit and interview. In one case it was 8 weeks before the visit was completed, in one case it was seven weeks, and in another it was five week. As a result, the team had to meet to discuss the children's needs without this important information. Upon receiving a referral for a home visit Mr. L needs call to schedule the visit within two schools days. He needs to complete the home visit within eight school days of the referral.
148. Mr. L needs to refer students and/or families to appropriate resources as needed. One home visit he learned that the family was eligible to receive free breakfast and lunch because the parent had recently lost her job. Despite knowing this information Mr. L did not notify the parent and assist her with obtaining this benefit for the children. As a result, there was an unnecessary burden on the mother to provide adequate breakfast and lunch for the children on her limited resources. Upon becoming aware of a family's need and/or

eligibility for a service Mr. L. needs to promptly assist that family with obtaining that service.

149. Mr. C needs to maintain appropriate confidentiality. Mr. L was observed discussing a student who was the victim of abuse while at lunch with teachers and paraprofessionals who did not have any contact with the student. There was no reason for them to have this information. Inappropriately releasing confidential information can embarrass the family and make other families reluctant to provide the school with important family information that can be important for their child's success.
150. Mr. C needs to follow applicable laws and regulations. Mr. C did not complete the 504 plans for five of his students. The team had agreed to the content of the plans but Mr. C did not complete the plans, given them to the team members, the parents, or place them in the students' files. Mr. C needs complete the 504 plan and provide appropriate copies within ten schools days of a team decision to place the student on a plan.

key word- speech and language

151. Throughout the session, J frequently made references to 'real world' connections outside of the clinic setting (e.g. "Do you ever slurp on a straw?", "Do you like to go to the Dentist?"). The impact of these kinds of statements is to plant the seed in the student's mind that the target words occur not only in the clinical setting but also appear in his outside world. As a result, this child will be ready to begin working on the generalization of his correct sounds outside of the pull-out setting to his classroom curriculum and beyond.
152. Mr. L needs to give classroom teachers adequate notice when he needs to take a child from class for service or testing. On two occasions this year I needed to hold a three-way conference with a teachers who were frustrated that he came to the room and took students without any prior notice or scheduling. Neither case was an emergency and Mr. L had ample time notify the teachers and/or set a time that was least disruptive to the program. Failure to do so results in a disruption to the class lesson and undo disruption to the learning of the student with whom he is working.

key word- psychologist

153. John used effective techniques for making his evaluation findings clear to parents in the meeting. He carefully explained the terms he used in his report, and took particular care in asking the parents questions as he proceeded. At the conclusion of his report, he summarized his key findings and asked the parents if they had any questions. As a result, the parents indicated that they had a clearer understanding of their son's needs.
154. Dr. B. needs to avoid using unnecessary jargon when reporting his findings to parents. At the IEP meeting I observed Dr. B. used a number of terms the parents could not understand. The parents stopped him frequently to ask him to define the terms. He showed frustration at their requests and soon they stopped asking for clarification. After the meeting the parents called the team chair and asked for a meeting so the chair could

explain the report in language they could understand. This created undue frustration for the parents and extra work for the team chair. At IEP meetings, Dr. B. needs to avoid unnecessary jargon and be ready to explain to parents any terms they do not understand.

155. Dr. B. needs to give more concise reports at I.E.P. meetings. At the meeting I observed Dr. B. read his entire report. This resulted in the taking up a disproportionate part of the meeting. As a result, the other service providers were forced to hurry through their reports. Dr. B. needs to clearly and succinctly summarize his report insuring that the key findings and recommendation are covered. He needs to leave adequate time for parents to ask questions.
156. When giving his report Bill gave a large volume of information that was beyond the knowledge of parents and some staff members and was not helpful to the process of determining a plan of action for the child. He listed off the names of every test that he administered, the child's specific scores on each test, and the overall performance in language that was not understandable to the parents and several of the staff members. It is suggested that Bill refer the team to his written report for all of the scores, but during the meeting he synthesize and 'chunk' the information across tests and instead give an overall impression of the child's strengths and weaknesses per skill area. The result of this kind of reporting will allow the parent to participate in the conversation and for the team members to make connections to their own results and how it all relates to the child's performance in accessing the curriculum.
157. In two of Bill's written reports, he incorrectly wrote "he" for "she" and vice versa within the body of the report. For example, in his written report for EN., Bill described E as a "six year old boy" but then later in the report stated "*she* has more difficulty with abstract thinking and calculation" and "drills to help E improve *her* vocabulary use and understanding . . ." The impact of this kind of error results in a confusion on the part of the parents and other team members as to whether or not the psychologist is actually reporting on the correct child and/or if the results described in the report actually belong to the child being discussed. These types of errors can also result in the parent doubting the accuracy of the report. As with most evaluators, Bill uses a type of 'template' when writing her reports. He will need to be much more vigilant in regard to using his template and proof-reading his reports.
158. On March 18, Bill was observed conducting an assessment with an elementary school child. During the 80 minute evaluation session, Bill did an exceptional job of relaxing the student into the situation, giving very clear instructions, and then encouraging him to do his best work. Bill was very respectful of the boy ("You tell me when you're ready", "Nice job, you worked really hard" accompanied with a handshake). Bill was also used age-appropriate reinforcements ("I don't mind telling you that this is not 5th grade work, but I'm going to try them anyway", "Because you got some of those right, I'm going to do a couple more"). The impact of these kinds of statements was to keep the child engaged in the activity and elicit his very best effort throughout the session. This child left the session obviously feeling proud of his accomplishments.

159. Sue's written report was very complete and concise. She provided substantial notes from her behavioral observations of the child in the classroom, from her consultation with the classroom teacher, and from the teacher's ratings of the child on the BASC-II-TRS. This information was provided in language that was easily understood by the parents and other team members. The result of including this amount of clear and concise classroom information is to show the importance of this information in guiding the psychological assessment. Also, in this way, the parent and team recognize the relevance of and the connection between the psycho-educational test results and the child's classroom performance.
160. Bill communicated his testing results to the parents in language that was easy to comprehend. During Bill's approx. 15 minute verbal report he gave on October 6, he did an exceptional job of explaining in 'parent-friendly' terms how the child was functioning in the areas of cognition, academics and social/emotional. (This neat and efficient 'chunking' of information was also used in her written report.) Bill clearly described the child's areas of strengths and weaknesses. Sprinkled throughout his verbal report, roughly every few minutes, Bill would check in on the parent's understanding of her information ("Does that make sense?") and was sure to define all unfamiliar terms ("Externalizing" or "Internalizing" behavior). Bill answered the parent's questions with crisp, clear responses and frequently validated the parent's concerns in a soft gentle manner ("That's ok, we want to know all of that information.") Bill referred the parent to his written report for further details ("I'm not going to go into all the behaviors – it's all in the report", "It's a lot of information – please review the report at home.") Bill always had direct eye contact with the parent. The impact these strategies had on the team was to organize the material into very manageable bite-sized pieces with a regular check-in to be insuring each piece of information was understood by all members of the team.
161. Mr. L needs to give classroom teachers adequate notice when he needs to take a child from class. On two occasions this year I needed to hold a three-way conference with a teachers who were frustrated that he came to the room and took students without any prior notice or scheduling. Neither case was an emergency and Mr. L had ample time notify the teachers and/or set a time that was least disruptive to the program. Failure to do so results in a disruption to the class lesson and undo disruption to the learning of the student with whom he is working.
162. key word – psychologist: Bill needs to perform comprehensive, child-centered assessment work-ups for the evaluation Team. His over-reliance on psychometric tools departs from the current best practice methods recommended for professionals. Bill needs to complete classroom observations to properly prepare for Team meetings. Unless the findings from these observations are integrated with the test data, an incomplete profile of the child, and the child's needs, will be portrayed to the staff and parents.
163. key word – psychologist: Mary needs to learn how to identify specific learning disabilities in students she evaluates. Her recommendations at Team meetings on April

23, May 7, and May 10 showed little differentiation from student to student, demonstrating limited understanding of child/adolescent development. Mary's assessments consistently emphasize some area of low cognitive performance from the battery of tests she administers, while specific learning disabilities are never cited. This has resulted in the provision of support services that have proven inaccurate for the specific needs of students and/or limited progress of the students: in the past year, 60% of the students in her assessment caseload failed to make academic progress in the classroom setting, even though all IEP objectives were rates as "achieved". Mary needs to become better experienced with the range of learning styles exhibited by students at this level.

164. key word – psychologist: Bill consistently provides the Team Chairperson with timely assessment reports. In addition, his knowledge of the Curriculum Frameworks is demonstrated by the inclusion of applicable data on each student's performance from the state assessment instruments, along with his own test data. He fulfills his role at Team meetings, utilizing the above to identify student needs and appropriate services.
165. key word – psychologist: Bill effectively presented his assessment data at an initial Team evaluation meeting on March 30. The report included findings from formal psychometric instruments as well as information from a series of observations conducted by Bill, both within the classroom setting as well as less structured school activities, along with responses to a parent questionnaire which he developed last year. The student profile, which he was able to develop from this comprehensive approach, contributed to the development of a plan with services acceptable to all members.
166. key word – psychologist: Bill's test reports come from a "canned" computer program, instead of being unique analyses of individual students. In the most recent incident, Bill was observed at a three-year re-evaluation Team meeting on May 28 as he presented his report. While he had administered a standard battery of psychometric instruments (test of intelligence; grade-level achievement across a range of subjects; and a measure of processing skills appropriate for the student's age), it quickly became obvious to the participants that the analysis came from a "canned" computer program: the report was limited to a recitation of subtest scores, with no specific observations about the student in question; and no detailed recommendations for services drawn as a conclusion from the data were provided. A particularly glaring error was picked up by the parents in attendance, when the wrong first name was used in the final narrative, making it obvious to all that this was a template used previously by Bill, lacking individual attention. While computerized analysis programs have some value, Bill must not rely solely on them for developing conclusions and specific recommendations for students. He needs to schedule a meeting with the parents, along with the Team Chairperson, to apologize for his unprofessional behavior.
167. key word – psychologist: Bill consistently reaches out to parents, to include them in the assessment process. Upon receiving a referral from the Team Chairperson, indicating permission for testing has been given by the parents, Bill contacts them to explain the process and offers to meet with them. He has developed a questionnaire by which they

can provide useful input, instead of relying just on an interview. Additionally, he contacts them again prior to the Team meeting, to share his findings in detail, so that they know in advance what he will be reporting, and to make his presentation more efficient. He makes sure that parents know they may contact him at any time, if clarification is needed. The Team Chairperson reports that parents consistently remark to her how helpful this is.

168. key word – psychologist: Mary effectively used an interpreter when she was observed on May 15 as she reported her assessment findings at an initial Team meeting. An interpreter was present, as English was not the parents’ first language. Mary reported that she had utilized the interpreter when she met with the parents to explain to them what the evaluation process entailed, the referral issues, and the kind of assessments she would be using with their child. When the testing was done, she again had the services of the interpreter for her customary meeting with the parents, to share her findings. This proved especially important, given the second-language aspect to an issue as complex as explaining psychometric testing. Through the interpreter, the parents verbalized their appreciation for the accommodations made, as well as the concern for their child’s success.

key word- read 180

169. Bill correctly implemented the read 180 schedule. The lesson began with 20 minutes of whole class instruction. The students were partitioned into the three centers (small group instruction, instructional software, modeled and independent reading). The class concluded with a 10 minute wrap up. As a result, students were able to receive instruction at their various levels of mastery of the objectives taught in the lesson.

170. Bill did not have his classroom furniture arranged to facilitate read 180. The desks were all arranged in rows. The computer area did not have sufficient stations and did not have the software loaded. There was no area for small group instruction. As a result, seven minutes of instructional time was lost getting the computers ready and arranging desks so there could be effective small group instruction. Bill should read pages 42 to 47 in the Read 180 Leadership Guide and set up his classroom as noted in the guide.

171. Bill created effective groups for the class. In the pre-observation conference Bill explained the Lexile score for each student and how this score was used to determine the groups. As a result, students were able to receive instruction match to their various reading levels.

172. Students did not effectively transition from one activity to the next during the small group rotations. Bobbie left the instructional software station and wandered around the room for three minutes before sitting at the independent reading station. Susan and Jamal remained at the instructional software station four minutes after the time they were supposed to transition to a new station. Margaret and Miguel had to wait for them to leave before they could begin their work at the instructional software station. As a result,

these five students were unable to complete the tasks at their second station. This resulted in insufficient instruction to master the concepts. You should read chapter 3 pages 86-96 in the book *Instructional Practices That Maximize Student Achievement (2010)* and follow the steps for establishing an effective classroom routine. [2005 edition pages 72-80]

173. The students were not fully engaged in the scholastic reading activities. Two of the six students at the computers were playing an unrelated game on the computer for 10 minutes before you redirected them to the scholastic software. As a result these students lost 50% of this important instruction. All computers should be set with the appropriate software ready to use. Students should be clear of the expectation that they must only use the scholastic software.

Small Group Instruction by key word: Literacy Specialists, Lindamood Bell

174. Bill needs to insure that all the students are included in the questions and responses. The group had four students and Bill would on ask one student at a time a question. The other students sat passively while Bill worked with the one student. As a result, there was learning by all the students. Bill should wait after asking a question until all students had an answer before choosing a student. He could also have students simultaneously write their answers on a small white board. This will insure that every student is engaged with every question.
175. In inclusion setting the literacy teacher should not be disrupting other students. Bill spoke in a loud voice when asking or answering questions in his group. The students he worked with shouted out the answers. As a result, those students who were doing silent reading at their seats were unable to concentrate and were frequently looking up at Bill's group. Bill needs to use a low voice during his instruction. He also needs to teach his students have his students silently signal (e.g. raised hand) when they have a question or wish to answer a question.
176. Bill should communicate with the classroom teacher about the space before the class. When Bill arrived he realized that the table where he and his students would work was too close to the table where the general education teacher was giving her small group instruction. Bill had to interrupt the teacher and ask if he could move the table to another location. He and the students then proceeded to move the table and chairs to the new location. As a result, important instructional time was lost for both his students and the other students in the class.
177. Bill needs to come on time and should do the program for the entire scheduled time. Bill arrived five minutes late for the lesson. As a result, his students sat idly waiting for his arrival. One student went to a table where students were working independently and

began talking to his friend about recess. In my observation of another general education teacher Bill had arrived four minutes late for his session in that classroom. Arriving on time insures that all students are on task and that Bill's students will not be disrupting the learning of others.

178. Bill's group only had four words in their graduate box for the week. There should be at least 10 words moved from slow to graduate in a week in which the students are meeting daily for 45 minutes each day. There should be 20 if doing 90 minutes five days a week. As a result, the students are receiving the pace of learning they need to be successful.

Key word: librarymedia specialist

179. Laura has demonstrated a high level of success in planning and organizing school library space. She reorganized the physical layout of the library so books are easily located based on topic and author. The tables are now gathered in work areas so teachers can bring in their classes to do library research. Laura has updated the book collection, including weeding hundreds of out-of-date books from the collection. As a result, students can easily access the books they wish to read and the information they need when doing research.

180. Laura has established several new and effective library activities. These include

- Establishing regular library visit schedules for students;
- Organizing read-aloud activities (by a variety of guest readers as well as by Laura herself) for primary grade students;
- Developing online resources for faculty through our school's Intranet;
- Organizing and/or supporting special projects and campaigns— Book Fairs, Book of the Month, Birthday Book Project, Reading Celebration Assembly (reading comprehension campaign kick-off), Junie B. Jones art contest, etc.

As a result, library usage has increased dramatically, making it a center of learning activity for the building.

181. Laura has demonstrated consistent difficulties in her relationships with other colleagues. One significant example in this regard is related to the classroom dismissal duty shared with a classroom teacher to which she was assigned at the start of the year. It took a series of meeting with Laura, her homeroom partner, and me to deal with her failure to show up and carry out the duty as required. Ultimately it took the reassignment to a different homeroom for Laura to consistently report to an assigned homeroom at dismissal time to do the assigned duty of walking students from that homeroom to the bus. A second example is Laura's abrupt response to teachers who make requests for materials through the inter-library loan program. As a result, other staff members are reluctant to work closely with Laura limiting her ability to be an effective resource to teachers.

182. It has been difficult for Laura to be a team player in relation to initiatives and activities where she and the library are not the central focus. One such example related to her intention to involve MLK in the National Spelling Bee. I asked her to clarify the curricular context within which she envisioned the spelling bee occurring (how she saw it fitting with our existing curriculum rather than taking focus away from our goals); I did not receive a response to this question that demonstrated awareness of (or interest in) our existing curriculum. Similarly, Laura initiated (without consulting administrators or our literacy coach) a “Junie B. Jones Art Contest” for primary-level students in the spring, right at the time when students were working in classrooms on non-fiction reading and writing. As a result, important instructional time that could have supported the curriculum and aided in student achievement on state assessments was lost. I want to note here that while organizing special activities is an important part of a strong school library program, and both a spelling bee and an art contest based on a popular fictional character have independent merits, Laura needs to learn to coordinate special activities with the wider school curriculum (e.g., doing the Junie B. Jones contest when students are focused on fiction/narrative in classrooms and organizing special activities reinforcing non-fiction reading when that is the current classroom focus) rather than taking initiative without considering wider curricular connection and/or impact. I think it would be particularly beneficial for Laura to regularly communicate with the building Literacy Coach (and participate whenever possible in professional development related to our Readers/Writers’ Workshop curriculum) in order to become more up to date on, and synchronized with, our core curricula.

183. Laura has worked to obtain additional sources of funding for library materials and activities. She independently developed a successful grant proposal to the NEA Foundation and received additional funding for new books. She made substantial contributions to a district-level project of planning and writing a grant to the US Department of Education for library program development. As a result, the library has resources that would not be available through the limited district funds.

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