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### **S.J.E.I.R. Paragraph Bank for Direct Instruction** (version 7-7-18)

This document is designed to save evaluators significant time when completing observation or evaluation write-ups. It contains the most commonly used standard, judgment, evidence, impact statement recommendation (a.k.a. S.J.E.I.R. paragraphs) used in the evaluation of teachers and clinical professionals (e.g. counselors teaching social skills classes, speech and language therapists in co-teaching inclusion models) when they provide classroom, small group, or individual instruction. All of these paragraphs have application with nearly all teaching settings.

#### **Using the Bank**

The banks can be used with either

1. Computer web based applications for Teachpoint, Baseline Edge, My Learning Plan, and other commercial educator evaluation platforms, or locally developed platforms.
2. Or, with all word processing forms

**Steps-** The bank works best when using either **Chrome, Safari, or Explorer** as the browser. It typically loses much of the formatting for the paragraphs when Firefox is used. We are working with Firefox to resolve this issue but we don't anticipate a resolution in the near future. We therefore recommend using Chrome, Safari, or Explorer when using the bank.

#### **Direct Instruction Bank**

Most of the classroom teaching paragraphs in this bank are applicable for special education and English Language Learning teachers when they are involved in direct instruction or co-teaching. The companion document, *S.J.E.I.R Paragraph Bank for Clinical Professionals, Team Chairs, Special Educators, and English Language Learning Teachers*, contains additional paragraphs that are specifically for special education teachers and English Language Learning Teachers when they are involved in clinical activities. The companion bank also contains S.J.E.I.R. paragraphs for the non-classroom teaching functions performed by counselors, psychologists, nurses, library-media specialists, speech and language therapists.

#### **How to Use the Bank**

Administrators should copy and paste the appropriate paragraphs since the standard/benchmark, judgment, and impact statement will be consistent from teacher (or other professional) to teacher. The administrator should then **change the *sample evidence found in red italics and marked at the begging and end with a double hash tag (##)*. It is also important to remember to change the teacher's name to that which is in the specific observation or evaluation being written.** The sample evidence will always appear in **red and begin and end with a double hash tag (##)**. Remember, this is technical writing not creative writing. You don't need to be original. You just need to be clear, concise and accurate. This bank is a work in progress and we continue to build the bank.

The paragraphs in the bank are organized by teacher performance “key word” and by the teacher performances as found in the 11 chapters in the book *Instructional Practices That Maximize Student Achievement (2017)*. Since the instructional practices book is about effective instruction some of the areas addressed in the bank (e.g. professional responsibilities) are not in that book. Those paragraphs can be found at the end of the section of the bank containing the teacher paragraphs sorted by chapter.

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 (2017)*. This makes it easy for teachers to find specific explanations and examples of the correct implementation of the recommendation.

This edition of the paragraph bank also contains recommendations aligned with the book *Social-Emotional Learning in the Classroom (Ribas, Brady, Harding 2017)*.

### **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.

**Finding Paragraphs With Key Words:** At the beginning of the bank are the **key words** that can help you find the paragraphs about various areas of performance you wish to use. The keyword list can also serve as a reminder to evaluators of the many areas of performance on which you can provide feedback. Periodically reviewing this list can be helpful in insuring that evaluators don’t continuously comment on the same areas of performance.

Step 1: Read the list of key words and find the keyword for the first area of performance on which you wish to comment.

Step 2: Place the cursor to the right of the slash (/) and highlight and copy the appropriate slash and key word.

Step 3: Use the “find function”

Step 4: In the “find” search space paste the keyword with the back slash.

Step 5: Hit the key that sets the search in motion. Depending on the computer this key is called “enter”, “return”, search etc. If it doesn’t search check the “find” search box to be sure it did not insert a space between the word and the slash (/). If it did, remove the space and hit the “enter” key again.

When you see a paragraph that is about an area or performance you wish to choose- highlight and copy that paragraph. It is important that you highlight carefully so you only highlight the paragraph you wish. The best way to do this is to place the cursor directly before the first word of the paragraph and drag it to the end of the paragraph. Please note that on some computers or I pads it may not allow you to highlight the period at the end of the paragraph.

Step 6: Once you have highlighted and copied the text you want, open the browser window for the feedback sheet used for your evaluation system.

Step 7: Paste the paragraph into the space for the narrative.

Step 8: Change the teacher's name.

Step 9: Remove the sample evidence and replace it with the evidence from the event or artifact you actually observed.

Step 10: Go back to the bank and repeat the process until you place all the paragraphs you need in the feedback sheet.

**Finding Paragraphs by Chapter.** Evaluators can search for standard/benchmark behaviors based on the chapter in which they appear in the book *Instructional Practices That Maximize Student Achievement* (2017). This can be done by

Step 1: Use the “find function”

Step 2: In the “find” search space write the chapter and the number followed by a back slash / (e.g. chapter 2/).

Step 3: Hit the key that sets the search in motion. Depending on the computer this key is called “enter”, “return”, search etc.

Step 4: Skim the paragraphs that have been identified for this chapter.

Step 5: When you see a paragraph that is about an area or performance you wish to choose copy and highlight that paragraph. It is important that you highlight carefully so you only highlight the paragraph you wish. The best way to do this is to place the cursor directly after the period at the end of the paragraph and drag the cursor up until you have highlighted the entire paragraph.

Step 6: Once you have highlighted the text you want copy the text, open the computer window for the feedback sheet used for your evaluation system.

Step 7: Paste the paragraph into the space for the narrative.

Step 8: Change the teacher's name.

Step 9: Remove the sample evidence and replace it with the evidence from the event or artifact you actually observed.

Step 10: Go back to the bank and repeat the process until you place all the paragraphs you need in the feedback sheet.

## Key Words

Activating previous learning/  
Agenda/  
Assessment/  
Attention signals/  
Authentic assessment/  
Calling-on patterns/  
Checking understanding/  
Classroom routines/  
Classroom space/  
Clear directions/  
Collegiality/  
Common Core/  
Connecting/  
Consistency in classroom management/  
Content knowledge/  
Content reading and writing/  
Co-teaching/  
Differentiating Instruction/  
Dipsticking/  
Do Now/  
Double-barreled questioning/  
Early childhood/transitions  
English language learning/  
Enthusiasm/  
Essential question/  
Extension/  
Formative assessment/  
Groups and partners/  
High standards and expectations/  
Homework/  
Include all students/  
Inclusion/  
Learning styles/  
Levels of mastery/  
Less is More/  
Lindamood Bell/  
Literacy specialists/  
Mastery objective/  
Math instruction/  
Motivation/  
On task-off task/  
Parents/  
Performance assessment/  
Planning/  
Praise/  
Pre-assessment/  
Processing/  
Professional responsibilities/  
Provisioning/  
Proximity/  
Questioning/  
Read 180/  
Reading instruction/  
Relationships/  
Remediation/  
Responding to incorrect answers/  
Rewards and consequences/  
Scoring guide (rubric or criteria sheet)/  
Self-assessment of behavior expectations/  
Self-reflection/  
Special education/  
Social-Emotional Learning/  
Student self-assessment/  
Summarizing/  
Summative assessment/  
Tangents/  
Teaching the curriculum/  
Technology/  
Think Alouds/  
Tracking students' progress/  
Use of support staff/  
Varying ability levels/  
Visuals/  
Wait time I/  
Wait time II/  
Wait time and prompts/  
Warm up/  
Writing process/

## CHAPTER 1/

1. 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.
2. Chapter 1/, Chapter 6/, and Chapter 7/ key word – high standards and expectations/, motivation/. 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. ##* Students who fail become discouraged, feel dumb and lose motivation. Mr. R should read the following sections of the book *Instructional Strategies That Maximize Student Achievement* (2017). 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 pg. 2-5
  - Chapter 7 Raising Intelligence and Motivation
  - Chapter 5 Questioning Practices
  - Chapter 6 Differentiating Instruction to Meet the Needs of Diverse Learners
3. Chapter 1/ key word – mastery objective/, planning/: Mary must write her lesson plans with mastery objectives correctly formatted. *##A review of her lesson plan showed objectives that were activities rather than mastery objectives. ##* 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* (3<sup>rd</sup> edition), with particular attention to the Lesson Planning Template found on page 10. Please see me if you have any questions this material.
4. Chapter 1/ key word – mastery objective/, English language learning/: Bill needs to include mastery language objectives for his ELL students in his lesson plans. *##All the objectives were for all students with no objectives targeted to the unique needs of ELL students.##* 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. Bill should read pages 11-13 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (3<sup>rd</sup> edition), to review the structure of mastery objectives. He should then read the section about language objectives found on page 13 and the stages of language development found on page I-12. Bill should see me if he has any questions this material.

5. Chapter 1/ key word – planning/, common core/: Bill exceeds the expectations for planning a standards based unit of study using the common core. *##First Bill, along with his team members reviewed the new common core math standards to determine the focus of instruction in geometry. Bill and his 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 Bill 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. Bill encouraged his team members to provide multiple opportunities for their students to work in partnerships or small groups as they made meaning of the material. Bill also modeled a lesson for his colleagues. ##* As a result, students in multiple classrooms are having higher levels of mastery on the skills in the common core.
6. Chapter 1 Chapter 4/ key word – planning/, content knowledge/, common core/: Bill did not teach the concepts and skills in the common core. *##Bill was teaching a lesson on batting averages and their application to decimals. Decimals is taught as part of the eighth grade common core. The common core for his high school juniors is well beyond that point. ##* As a result, important instructional time that should have been used to teach common core content and skills was wasted. Bill needs to again review the common core to determine the appropriate content and skills for this course. He needs to carefully read chapter 1 of the book *Instructional Practices That Maximize Student Achievement* (Ribas, Deane, Brady, Billings, Tamerat, Greer 2017) and plan in his lesson objective based on the appropriate concepts in the common core. Bill should see me if you have any questions this material.
7. Chapter 1/ key word – planning/: Mr. S did effectively used the standards based lesson plan that has been adopted by the school. *##Each section of the district standards based planning template was filled out correctly with sufficient information to guide his teaching. ##* Standards based lesson planning has been found to lead to the highest level of student mastery.
8. 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 lesson 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* (2017) and demonstrate planning procedures that follow those in the exemplar plans in the chapter. He should see me if he needs assistance after completing the reading.

9. Chapter 1/ key word- planning/: Mr. C planned in a way that anticipated areas of potential difficulty connected to this lesson. *##The concepts taught are a part of the fourth grade unit on electricity. He created all the activity sheets connected to this lesson: Wiring Diagram A & B and Individual Apprentice Packets. Each activity sheet had clear and concise directions 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.
10. Chapter 1/ and Chapter 4/ key words –planning/, formative assessment/: Bill did not use the standards based lesson plan format that has been adopted by the school. *##A review of his lesson plans indicates that 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. Bill should review the following sections of the book *Instructional Practices That Maximize Student Achievement (2017)* to learn more about these areas and implement them into his lesson planning. He should read Chapter 1 (including the essay at the end of the chapter on English Language Learners). He should read about assessments in Chapter 4 pages 139-147 and Chapter 5 pages 213-214 ( purposes of questioning ) and 216-217 ( dipsticking ). Bill. should see me if he needs assistance after completing the reading.
11. 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.
12. Chapter 1/ and Chapter 3/ key word – provisioning/: Bill 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.
13. 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. Mr. W should read the section on provisioning on page 95 of *Instructional Practices That Maximize Student Achievement (2017)* and see me if he has any questions related to provisioning. He should see me if he has questions about provisioning.

14. Chapter 1/ and Chapter 3/ key word – provisioning/: Bill was not adequately provisioned for the class. *##There was an insufficient number of graphing calculators in closet for all students to complete the problem. He went through several drawers and closets looking for more calculators while students sat idly for six minutes waiting for a calculator. ##* 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 95 of the text *Instructional Practices That Maximize Student Achievement* (2017) to see what adequate provisioning entails. He should see me if he has any questions related to effective provisioning.
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 that were only remotely related to the concepts being taught. This brought the instruction away from his stated lesson objectives. ##* Tangents, as opposed to teachable moments, take students away from mastering the lesson objectives. Bill needs to read pages 8-10 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (3rd edition) and avoid tangents in the future. He should see me if he is still unsure about the difference between a teachable moment and a tangent after completing the reading.
16. Chapter 1/ key word – teaching the curriculum/: Mr. B demonstrated 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 and student mastery.
17. Chapter 1/ key word – teaching the curriculum/: Bill 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. Bill needs to learn the curriculum standards for his grade and plan lessons that teach those standards. Bill needs to learn about the difference between a tangent and a teachable moment as described on pages 8-10 of the text *Instructional Practices That Maximize Student Achievement* (2017). He must then insure that all class time is used to insure maximum mastery of the curriculum objectives.
18. Chapter 1/ key word – teaching the curriculum/, PE/: Mrs. M demonstrated currency in the curriculum. *##She effectively aligned the lesson with the elementary P.E. curriculum frameworks. The curriculum has a focus on the continued development of manipulative, locomotor and non-locomotor skills. She designed the lesson so the above stated skills were included in each station. ##* As a result, students were able to have multiple opportunities to practice and develop the skills identified in the curriculum.

19. Chapter 1/ key word – teaching the curriculum/: Bill needs to follow the district curriculum 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 2017*) should show pacing that is aligned with the pacing guides. If, after reviewing the material, he has any questions about how to do this, he should see me.

## CHAPTER 2/

20. Chapter 2/ key word – activating 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 49-54 in *Instructional Practices That Maximize Student Achievement (2017)* to learn more about activating previous learning and see me if he has any questions. He should see me if he has any questions about activating previous learning.

21. Chapter 2/ key word – activating previous learning/: Peter needs to incorporate an activator into his lesson. *##He moved directly into the teaching of new material without activating the material taught previously on which the new material is based.##* Activating previous learning serves to provide a review, activate the student’s prior knowledge, and provide a way of gauging what students remember. As a result students are more likely to understand the concepts and retain the learning. Peter should review pages 49 and 60 in Chapter 2 of *Instructional Practices That Maximize Student Achievement (2017)*. He should see me if he has any questions about activating previous learning.

22. Chapter 2/ key word – activating previous learning/: Melanie effectively used an activator to begin the unit on *reconstruction*. *##When students arrived, they completed an Agree/Disagree assignment on the Civil War, slavery, and the south. After completing the assignment independently, Melanie led the class in a 5-minute discussion about their answers. Towards the end of the activator, three students predicted that the industry in the south must have been in trouble following the Civil War. Melanie used these predictions and the class discussion to formally introduce their new unit. ##* As a result, students were able to effectively build on their prior learning to maximize the new learning.

23. 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. *##Bill went right into teaching the concepts without using an agenda. ##* Effectively communicating the agenda creates a cognitive context and results in deeper student understanding and longer retention of the content. Bill should read pages 46-48 in *Instructional Practices That Maximize Student Achievement* (2017) and implement an agenda for each class as noted. He should see me if he has any questions about this strategy.
24. Chapter 2/ key word – clear directions/: Francine gave clear directions. *##She went through the activity in a question-and-answer format. The activity sheet 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 activity sheet 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.
25. 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 allowed to work independently. Mr. R. needs to read about why step by step directions are important on pages 64 -65 in the text *Instructional Practices That Maximize Student Achievement* 2017. He needs to give the directions one step at a time and check understanding at each step. Pages 216-217 explain how he can dipstick to check understanding at each step of the directions.
26. Chapter 2/ key word – connecting/, motivation/: 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 our state. 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.
27. 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.

28. Chapter 2/ key word – connecting/, motivation/: 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. He did not make any of the logical connections to the insurgency tactics used in Iraq, Afghanistan, Pakistan and other places in the news. ##* Connecting the concept of guerilla warfare tactics from the Revolutionary War with modern day events 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 61-64 and 342-343 in the book *Instructional Practices That Maximize Student Achievement (2017)* for more information on the importance of making these connections for students. He should see me if he has any questions about making such connections.
29. Chapter 2/ key word – connecting/: Mr. B. successfully connected the content of his lesson to the world today and the students’ own lives. *##In his lesson plan he noted he would tie renaissance Europe to the events 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 events 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.
30. Chapter 2/ key word – connecting/: Mr. B. did not connect the content of his lesson to 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. Mr. B. He should also read “Component 1: Connecting the Curriculum” on page 342 of the book *Instructional Practices That Maximize Student Achievement*. If you have any questions about this practice, please come and see me for examples as to how this is done.
31. Chapter 2/ key word – connecting/, English language learning/: 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.
32. Chapter 2/ key word – connecting/, English language learning/, motivation/: 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.

33. Chapter 2/, Chapter 5/ Key word – do now/, warm up/: Bill needs to incorporate an effective do now at the beginning of the class. *##Students arrived and talked socially 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 54-55 and 218 of the text *Instructional Practices That Maximize Student Achievement* (2017) and incorporate an effective “do now” at the start of each lesson. He should see me if he has any questions about this strategy.
34. Chapter 2/ key word – essential question/: Sue effectively began class by stating the essential question. *##At the start of the lesson Sue pointed to the front bulletin board and read, “Are there differences between the ancient Greeks’ definition of a hero and ours today?” A student then read the daily mastery objective and Sue reminded the class that their analysis of Odysseus (the daily objective) was an element of the essential question.* ## As a result, students were clear as to the connection between the daily objective and the overall essential question. This connection leads to higher levels of mastery of the concepts taught in the class.
35. Chapter 2/ key word – essential question/: Mrs. W needs to begin class by stating the essential question and connection to the daily objective. *##The essential questions for the year were posted on the back bulletin board but Mrs. W did not refer to them during class. When I asked four students what the essential question was, only one was able locate it on the bulletin board and read it. None of the students were able to connect the daily lesson with the posted essential question.* ## As a result, students were not clear on the connection between the daily lesson and the unit’s essential question. This connection leads to higher levels of mastery of the concepts taught in the class. Mrs. W should review the strategies of maximizing student learning in Chapter 2 of in *Instructional Practices That Maximize Student Achievement* (2017) and the section on essential questions on page 56-57. She should see me if she has any questions about the use of essential questions.
36. 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. *##There was no evidence of an essential question. When I asked 4 students about the essential question they could not give one.*## Please read pages 20 and 56-57 in *Instructional Practices That Maximize Student Achievement* (2017) for information on communicating the essential questions and the cognitive context. If you have any questions about this practice, please come and see me. Once you have read the information refer to the district curriculum to find the appropriate essential question for this unit.

37. Chapter 2/ key word – less is more/: Mr. L needs to focus on high priority standards. *##As indicated in the district curriculum guides, “fraction operations” is a high priority math standard and needs sufficient time. During the three-week unit on fractions, Mr. L’s lesson plans indicated that he spent 50% of instructional time on representing fractions in diagrams. During four classroom visits during this time, students were diagramming fractions on three occasions and working on fraction operations on one occasion. I did not observe any reference to “fraction operations.”##* As a result, students did not have sufficient time to gain mastery of the high priority standard, fraction operations. Mr. L should review the “Less is More” section in *Instructional Practices That Maximize Student Achievement* (2017) on pages 66-67. He should see me if he has questions about this strategy.
38. Chapter 2/ key word – less is more/: Mr. M meets the expectation of focusing on high priority standards. *##As indicated in the district curriculum guides, fraction operations is a high priority math standard and needs sufficient time. During the three-week unit on fractions, Mr. M’s lesson plans indicated that he spent 80% of his instructional time on fraction operations. During three classroom visits during this time, students were working on fraction operations all three times. ##* As a result, students had sufficient time to gain mastery of fraction operations.
39. Chapter 2/ and Chapter 1/ 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 and agenda is that students understand the purpose of each activity within the context of the lesson. With this cognitive context they will better understand the material within each activity. Ms. Kerry should read the sections on posting and stating agendas (pages 46-48) and posting and stating mastery objectives (pages 11-13 and 45-46) in the book *Instructional Practices That Maximize Student Achievement* (Ribas, Deane, Brady, Billings, Tamerat, Greer 2017) . She should see me if she has any questions about implementing these strategies.
40. 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 objectives. ##* As a result, the cognitive context was insufficiently established decreasing student understanding and retention of the information and skills intended for the lesson. You should read pages 45-48 and pages 67-73 in *Instructional Practices That Maximize Student Achievement* (2017). If you have any questions about how to implement these practices, please come and see me.

41. 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. At no point did the students have an opportunity to process what they were learning.##* 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 page 395 of the book *Instructional Practices That Maximize Student Achievement* (2017). He should also read the section on processing partners found on pages 222-223. 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. Mr. Roberts should see me if he has any questions about this strategy.
42. 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 67 to 73 of the text *Instructional Practices That Maximize Student Achievement* (2017) and the section on Prime Learning Times Within a Lesson (page 395) and implement effective summarizers at the end of each lesson. He should see me if he has any questions about this strategy.

### CHAPTER 3/

43. Chapter 3/ key word – consistency in classroom management/, social-emotional learning/ : 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 and routines, 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 routines. 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##.* As a result, there was a significant loss of time on task and learning opportunities. Bill must consistently follow routines he has established. He should read again pages on teaching routines (94-95) and the importance of teacher consistency (121-122) in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2017), and maintain consistency at all times. He should see me if he has any questions about this.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom* (2017).** Bill should read again pages on teaching routines and the importance of teacher consistency on pages 77-83 in the text, *Social-Emotional Learning in the Classroom* (2017), and maintain consistency at all times. He should see me if he has any questions about this.

44. Chapter 3/ key word – attention signals/: Bill needs to establish an effective attention signal for obtaining and regaining students’ attention. *##The volume of students’ conversations rose to a very high level. Each time Bill’s 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. ##* As a result, there was a significant loss of time on task and disruption to the students’ ability to concentrate. Bill needs to read the pages 110-112 (attention) and 90-95 (routines) in the text *Instructional Practices That Maximize Student Achievement (2017)*. He then needs to effectively establish an attention signal routine for his classroom. He should see me if he has any questions about this strategy.
45. Chapter 3/: key word – attention signals/: 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 110-112 in *Instructional Practices That Maximize Student Achievement (2017)* for an explanation as to how this can be done. He should see me if he has any questions about this strategy.
46. Chapter 3/ key word – attention signals/, motivation/, Social-Emotional Learning/: Bill needs to decrease the number of desisting moves and increase the number of enlisting moves. *##During the lesson Bill used desisting moves such as, “Juan are you not 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 2017*) the section on attention moves (pages 110-112) with a focus on the difference between using enlisting, desisting, and neutral reinforcers. He should also read about Factor 7 reinforcement on pages 117-120. Bill should see me if he has any questions about this strategy.
47. Chapter 3/ key word – attention signals/, motivation/: Bill uses an effective attention signal (see pages 110-112 in *Instructional Strategies That Maximize Student Achievement 2017*) to obtain student attention. *##During the group work Bill needed to gain attention to clarify and instruction. He raised his right hand in the air. As students noticed his hand they stopped talking and raised their hands. Bill affirmed the first four students who responded and this quickly caused the other students to stop talking. Within 60 seconds all students were quiet and waiting for Bill’s instructions ##* As a result, there was no loss to “time on task” and the positive reinforcement motivated students to demonstrate appropriate behavior.

48. Chapter 3/ key word – classroom routines/, Social-Emotional Learning/ : 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 90-98 of the book *Instructional Practices That Maximize Student Achievement (2017)*. She should see me if she has any questions about this strategy.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom* (2017).** Bill should read again pages on teaching routines and the importance of teacher consistency on pages 77-83 in the text, *Social-Emotional Learning in the Classroom* (2017), and maintain consistency at all times. He should see me if he has any questions about this.

49. Chapter 3/ key word – classroom routines/: Francine has an effective routine for transitioning students from the teacher directed part of the lesson to partner work. *##For one section of the lesson, a written exercise in reading a graph, children moved from their regular seats so they could 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 were ready for ready to work with no loss of instructional time.

50. 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.

51. Chapter 3/ key word – classroom routines/, Early Childhood Transitions/: Tiffany has established appropriate transition routines. *##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...It's time for small group." Transition routines are done both visually and auditorily to ensure they are seamless. ##* Establishing positive transition routines ensures that all students move safely and quickly to the next activity. This increases the level of on task behavior.

52. Chapter 3/key word- classroom routines/, Social-Emotional Learning/ Bill needs to establish an effective routine for transitioning students from teacher directed work to group work. **##At 1:15 Bill instructed the students to transition into their groups to work on their statistics projects. It was 1:18 before all the student were in their groups. It was 1:21 before all the groups were working.** As a result, important “on task” time was lost. Bill should read and establish specific, observable behaviors that are apparent in an effective transition. He should then follow the procedures for teaching routines found on pages 94-95 on teaching routines and the information on provisioning found on page 95 (*Instructional Practices That Maximize Student Achievement*). Bill should see me if he needs any assistance with this work.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom***

53. Chapter 3/ key word – classroom routines/, Social-Emotional Learning/: Bill has did an excellent job establishing a start of class routine. **##As soon as the students entered the classroom after art (11:03), Bill stated to them “You may all get out your snacks...” and approximately 80% of the class complied “and begin reading independently” finishing his statement. All the students began reading and within two minutes all were eating their snacks simultaneously and silently. When Bill was ready to begin his mini-lesson (11:08) he clapped 3 times to which his 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 Bill. During our post-conference Bill mentioned that he spent much of month of September introducing and teaching classroom routines.##** As a result of Bill’s well-established start of classroom routine, his students have the maximum instructional time on task.
54. Chapter 3/ key word – classroom routines/, Social-Emotional Learning/ : Ms. S. needs to reestablish her routine and expectations for student behavior at the start of class 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 90-99 in the book *Instructional Practices That Maximize Student Achievement (2017)* and develop a more effective start of class routine. She should see me if she needs assistance with this.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom***

(2017). Bill should read again pages on teaching routines and the importance of teacher consistency on pages 77-83 in the text, *Social-Emotional Learning in the Classroom (2017)*, and maintain consistency at all times. He should see me if he has any questions about this.

55. Chapter 3/ key word – classroom routines/, groups and partners/, Social-Emotional Learning/: 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 222-223 to learn about processing partners. He should also read pages 94-95 in *Instructional Practices That Maximize Student Achievement (2017)* to learn how to effectively teach the routine of processing partners. Bill should see me if he has any questions about implementing partner work.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom* (2017).** Bill should read again pages on teaching routines and the importance of teacher consistency on pages 77-83, 92-94, and 180 in the text, *Social-Emotional Learning in the Classroom* (2017), and maintain consistency at all times. He should see me if he has any questions about this.

56. Chapter 3/key word – classroom routines/, groups and partners/, Social-Emotional Learning/: Inez has taught her students to work effectively as partners. *##After 15 minutes of lecture about the causes of the Civil War Inez had her students take out their confederate general processing partners. On signal she had them all find their Stonewall Jackson partners and discuss a question. All the students quickly and quietly found their partners and began the discussion. She then gave them a 30 second warning to complete the discussion. After that all the students quickly and quietly returned to their seats. ##*As a result students were able to process and embed the learning from the lecture. And, students had an opportunity to move thereby increasing their level of concentration.

57. 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.

58. Chapter 3/ key word – groups and partners/, social-emotional learning/ : 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.

59. Chapter 3/ key word – groups and partners/, social-emotional learning: 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 the content of their discussions. I recommend that you incorporate processing partners on pages 222-223 of *Instructional Practices That Maximize Student Achievement (2017)* as a way for students to become experienced in discussing questions with one another – and then to explicitly teach students, with modeling and practice, the skills to function effectively in groups of three and four (see pages 96-97 in the same green book, *Instructional Practices That Maximize Student Achievement (2017)*). Please see me if you need assistance with improving students group and partner work.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom (2017)*.** I recommend that you incorporate processing partners on page 94 of *Social-Emotional Learning in the Classroom (2017)* as a way for students to become experienced in discussing questions with one another – and then to explicitly teach students, with modeling and practice, the skills to function effectively in groups of three and four. See pages 88-92 in the same book for lists of expectations and protocols for assessing expectations. Please see me if you need assistance with improving students group and partner work.

60. Chapter 3/ key word – groups and partners/, social-emotional learning: 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 only teacher directed and independent student work. ##* Group 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 95-98 and the group work self-assessments found on pages 171-174 in the book *Practices That Maximize Student Achievement (2017)*. He should see me if he has any questions as he incorporates group work into his teaching.

**Alternate recommendation based on the book *Social-Emotional Learning in the Classroom*** Please see pages 84-92 in the book *Social-Emotional Learning in the Classroom (2017)* for instructions on teaching expectations, lists of expectations, and protocols for assessing expectations. Please see me if you need assistance with improving students group and partner work.

61. Chapter 3/ key word – classroom routines/: Ms. R has effectively taught her students the correct lab safety procedures. *##All students quickly and quietly retrieved 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.

62. Chapter 3/ key word – classroom space/: Mr. R effectively utilizes his classroom space. ##*Student desks are set up so that each student can clearly see the white board and still work in pairs during partner work. There are clear pathways that allow Mr. R to move effectively and efficiently throughout the room and easily access each student’s desk.* ## As a result, students are able to receive feedback frequently and remain engaged throughout the lesson.
63. Chapter 3/ key word – classroom space/: Mr. S needs to reorganize the classroom space. ##*During the observed lesson, most students were sitting in groups. Six students expressed frustration that they were not able to see the board because their backs were to the white board. The placement of two stations, a book cart, and three individual student desks interrupted Mr. S’s flow through the classroom to visit each group.*## As a result, students were frustrated and time on task was decreased as students struggled to see the board and had to wait for Mr. S to get to their desks. Mr. S should review pages 88-90 in *Instructional Practices That Maximize Student Achievement* (2017). He should see me if he has any question about reconfiguring the seating in his classroom.
64. Chapter 3/ key word – classroom space/, read 180/: 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 - 47 in the Read 180 Leadership Guide and set up his classroom as noted in the guide. He should see me if he needs assistance.
65. Chapter 3/ key word – classroom space/, writing process/: 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.
66. Chapter 3/ key word – classroom space/, English language learning/: 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 to 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.

67. Chapter 3/ and Chapter 2/ – 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 48-49 on assigning homework in *Instructional Practices That Maximize Student Achievement (2017)*. She should see me if she has any questions about more effectively assigning homework.
68. 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.
69. Chapter 3/, Chapter 2/, Chapter 6/ key word – homework/: Mary needs to post and explain the homework at the outset of the lesson. *##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. ##* As a result, students were unclear about the homework expectations and lost a learning opportunity when they were not able to ask questions about the assignment. Please read pages 48-49, 102-107 & 278 in *Instructional Practices That Maximize Student Achievement (2017)*. If you have any questions about this practice, please come and see me.
70. Chapter 3/ key word – on task-off task/: Bill. needs to decrease the level of off-task behavior. *##During the 30 minute observation there was off task behavior by five 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. Bill 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. Bill 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). He should read the section on routines (pages 90-98) and the section on effective group work (pages 309 and 170-174) in *Instructional Practices That Maximize Student Achievement (2017)*. After reading these sections, Bill should see me for assistance implementing these practices.

71. Chapter 3/ key word – on task-off task/, read 180/, Social-Emotional Learning/ : 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 stations. 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 90-98 in the book *Instructional Practices That Maximize Student Achievement (2017)* and follow the steps for establishing an effective classroom routine. Please see me if you need assistance implementing these strategies.
72. Chapter 3/ key word – on task-off task/, read 180/, technology/: The students were not fully engaged in the 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 assigned reading software. Please read the section on provisioning found on page 95 and the section on teaching routines found on pages 94-95 of the book *Instructional Practices That Maximize Student Achievement*. Please see me if you need assistance once you have read these sections.
73. Chapter 3/, Chapter 4/, Chapter 7/ key word – proximity/, on task-off task/, checking understanding/, social-emotional learning/ : Mr. K needs to check academic and social-emotional understanding of students with physical proximity during group work. *##During the group work period groups 3 and 6 we 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 Mr. K needs to move about the class (physical proximity pgs. 88-90 and checking understanding/formative assessment pgs.145-146) checking with all the groups for correct, on task behavior.

**Alternate recommendation using the book *Social-Emotional Skills in the Classroom (2017)***  
 During group work Mr. K needs to move about the class using physical proximity (pages 65-67 in *Social-Emotional Skills in the Classroom 2017*) to check the students’ use of appropriate social and emotional skills (88-92).

74. Chapter 3/ key word – proximity/, Social-Emotional Learning/ : Mr. B. meets expectations in his use of proximity to students to check 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.

75. Chapter 3/ key word – proximity/, Social-Emotional Learning/ : 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 off task behavior. Bill should read about the use of physical proximity in the management of a classroom on pages 88-90 of *Instructional Practices That Maximize Student Achievement* (2017). He should see me if he has any questions about was is contained in the reading.
76. Chapter 3/ key word – relationships/, PE/ , Social-Emotional Learning/ : 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.
77. Chapter 3/ and Chapter 7/ key word – relationships/, Social-Emotional Learning/ : 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.

78. Chapter 3/ and Chapter 7/ – relationships/, motivation/, Social-Emotional Learning/ : 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 85-88 in *Instructional Practices That Maximize Student Achievement (2017)* and employ the strategies indicated. He should read pages 344-346 to see how relationships impact student motivation. Bill should see me if he needs assistance implementing these changes in his classroom.

**Alternative recommendation from the book *Social-Emotional Learning in the Classroom (2017)*.** He should read pages 47-52 in *Social-Emotional Learning in the Classroom (2017)* and employ the relationship building strategies described on those pages. Bill should see me if he needs assistance implementing these changes in his classroom.

79. Chapter 3/ and Chapter 7/ key word – relationships/, Social-Emotional Learning/ : 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.

80. Chapter 3/ and Chapter 7/ key word – relationships/, motivation/, Social-Emotional Learning/ : Bill. needs to greet his students as they enter the class. *##He 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. He should read pages 85-88 in *Instructional Practices That Maximize Student Achievement (2017)* and employ the strategies indicated. He should read pages 344-346 to see how relationships impact student motivation. Bill should see me if he needs and assistance with this.

**Alternative recommendation from the book *Social-Emotional Learning in the Classroom (2017)*.** He should read pages 47-52 in *Social-Emotional Learning in the Classroom (2017)* and employ the relationship building strategies described on those pages. Bill should see me if he needs assistance implementing these changes in his classroom.

81. Chapter 3/ key word – rewards and consequences/, Social-Emotional Learning/ : 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 117-120 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers (2017)*, and establish a classroom management plan following these principles.

82. Chapter 3/ key word –self-assessment of behavior expectations/, Social-Emotional Learning/ : Ms. P effectively implemented student self-assessment of behavior expectations. *##During the observed lesson, Ms. P had students in working groups. Before beginning the group work, Ms. P had students review the expectations for group work. Once students were in groups, Ms. P gave four students a self-assessment checklist (see attached). All students, including the four students with the checklist, actively and appropriately participated in their groups. During the debrief, Ms. P stated that all students began the year with the rubric but by this point, most students were able to meet expectations with the whole-class review of expectations. She gave the self-assessment rubric to the four students who still typically struggle when working in group activities. ##*As a result, all students were able to actively participate and have sufficient time to gain mastery of the learning objective.
83. Chapter 3/ key word –self-assessment of behavior expectations/, Social-Emotional Learning/ : Ms. L needs to implement more student self-assessment of expectations. *##During the observed lesson, students were working in groups. The classroom rules were posted and reviewed prior to getting in groups. Within five minutes of beginning the group work, four groups of students had at least one student who was engaging in behaviors that broke the classroom rules (talking to students in another group, moving around the classroom without permission, and off-task conversations). Ms. L frequently addressed the individual behaviors but each student seemed surprised when Ms. L reminded them that they were breaking the classroom rules. ##* As a result, there was time off-task and a loss of instructional time while Ms. L addressed behaviors. Ms. L should review material on student self-assessment of expectations in *Instructional Practices That Maximize Student Achievement* (2017) on pages 112-117. She should see me if she has any questions about implementing student self-assessment of their behavior.

Ms. L should review material on student self-assessment of expectations in *Social-Emotional Learning in the Classroom* (2017) on pages 88-93.

#### CHAPTER 4/

84. Chapter 4/ and Chapter 1/ key word – assessment/, planning/, writing process/: Bill needs to use the results of the writing benchmark assessments [*or insert relevant assessment*] when planning his writing [*or insert relevant content area*] instruction. *##The lesson had some students assigned to tasks they had already mastered. Other students were assigned to 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 complete a writing sample that is scored [*insert relevant assessment*]. 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 [*insert relevant content area*]. Bill needs to review the levels of mastery on pages 2-5 and read chapter 6 in the text *Instructional Practices That Maximize Student Achievement* (2017) so he can plan lessons that differentiate for the students' varied levels of mastery. He should see me if he has any questions about this recommendation.

85. Chapter 4/, Chapter 1/ and Chapter 6/ key word – assessment/, planning/, math instruction/, extension/, remediation/, differentiating instruction/: Bill needs to use the results of the math benchmark assessments and the end of chapter assessments when planning his math lessons. *##The lesson had all students working on the same skills throughout the lesson. It did not reflect their varying levels of mastery. 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 2-5 and to read chapter 6 in the text *Instructional Practices That Maximize Student Achievement* (2017) so he can plan lessons that differentiate for the students' varied levels of mastery. Bill should see me if he has any questions about this material.
86. Chapter 1/ Chapter 4/ key word – planning/, assessment/, content knowledge/, common core/: Bill did not effectively assess student learning as it relates to 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 the problems or master the concepts. Bill 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* and plan his lessons with frequent checking of understanding throughout the lesson to gauge students' mastery (see also the explanation of levels of mastery found on pages 2-3 of the same text). He then needs to adjust instruction to meet those levels of mastery. Bill should see me if he has any questions this material.
87. Chapter 4/ key word – checking understanding/, special education/, differentiating instruction/ : 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. C 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. Ms. C need to insure that her re-teaching addresses those areas of student difficulty. She also needs to present the material in a different way if students did not master it in the way it was originally presented. She should read the section *Differentiating by Readiness* on pages 279-281 in the book *Instructional Practices That Maximize Student Achievement* and see me if she has any questions on this material.

88. Chapter 4/ and Chapter 3/ key word –checking understanding/, proximity/ : Bill uses proximity to check student understanding during independent work. *##During the KWL work time he checked with each table at least once. He prompted struggling students as needed. ##* As a result, all students were able to complete the assignment correctly during the independent work period.
89. Chapter 4/ and Chapter 3/ key word –checking understanding/, proximity/: Bill did not use proximity to check student understanding during independent work. *##During the KWL work time he did not check the students at each table. He did not prompt struggling students. ##* As a result, he could not determine who had mastered the concept and could not provide struggling students with re-teaching. He should read pages 88-90 and the formative assessments on pages 145-146 to learn more about setting up a classroom for effective physical proximity for checking understanding. Bill should see me if he has any questions about this.
90. Chapter 4/ key word – formative assessment/, writing process/: Bill needs to set up a management system that shows each student’s skill level in the writing process. *##During the observed lesson, students lacked clarity about which steps of the process they had already completed. ##* 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.
91. 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 9<sup>th</sup> grade English. ##* As a result, Mr. Martin’s present and future students will benefit from targeted instructional practices that correct their weaknesses in specific content and skills.
92. Chapter 4/ and Chapter 5/ key word – formative assessment/, extension/, dipsticking/: Bill needs to more frequently formatively assess students’ mastery throughout the lesson. *##At no point did Bill dipstick to determine the students’ varying levels 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 145-146 (formative assessments) and pages 216-217 (dipsticking) in *Instructional Practices That Maximize Student Achievement* (2017) and implement strategies for frequently assessing student mastery throughout the lesson. He should see me if he needs assistance with any of these strategies.

93. 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 the DIBELS and MAZE testing data on his students in his planning. 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 PARCC results for his class and factor this into his future planning and instruction. He should read Chapter 4 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2017), especially pages 195– 204 and come see me with any questions.
94. Chapter 4/ and Chapter 1/ 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 described on pages 2-5 of the text *Instructional Practices That Maximize Student Achievement* (2017) and see me if he has any questions.
95. Chapter 4/ 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 shared 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.
96. Chapter 4/ key word – performance assessment/, authentic assessment/: A review of Bill's teacher made assessments shows he has not incorporated any performance assessments. *##All of his assessments assess the concepts in the curriculum in isolation 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. ##* Using performance assessments results in students having the opportunity to integrate their learning and demonstrate transfer to real life context. Bill should read the section on authentic and performance assessments found on pages 156-159 of the text *Instructional Practices That Maximize Student Achievement* (2017). After completing the reading he should see me for assistance in developing a formative assessment.

97. key word – social-emotional learning, Bill needs to assess students’ use of their social skills during group and partner work. During the lesson his assessment was limited to academic mastery. He should develop a mastery understanding the social awareness and relationship management skills found on pages 184 and 185 of the book *Social-Emotional Learning in the Classroom* (2017). He should also implement rubrics and criteria sheets for assessing social skills such as those found on pages 88-92 of the same book
98. Chapter 4/ key word – pre-assessment/, English language learning/, differentiating instruction/: 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, review the levels of language acquisition on page I-12 in the book *Instructional Strategies That Maximize Student Achievement* 2017 and contact ELL specialists to analyze student English proficiency results.
99. Chapter 4/ key word – pre-assessment/, 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 Access 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.
100. Chapter 4/ key word – pre-assessment/, English language learning/ , differentiating instruction/: Bill does not have 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-11 and I-12 of the book *Instructional Strategies That Maximize Student Achievement* 2017. 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.
101. Chapter 4/ key word – pre-assessment/, differentiating instruction/: 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 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 144-145 and the explanations of give-one-get-one and KWL found on pages 49-51 in the book *Instructional Practices That Maximize Student Achievement* (2017). After completing the reading he should see me to discuss implementing pre-assessment.

102. 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 a 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 180-195 of the text *Instructional Strategies That Maximize Student Achievement (2017)* for information on how to create criteria sheets and rubrics. He should see me if he needs any assistance with this task.
103. Chapter 4/ key word – student self-assessment/: Bill needs to implement more student self-assessment of academics. *##Bill did frequent 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. Students did not do any self-assessment of their skills. ##* 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 164-179 in the book *Instructional Practices That Maximize Student Achievement (2017)* and implement components of student self-assessment. He should see me if he needs assistance with this.
104. key word- self-assessment/, social-emotional learning/ :Bill needs to teach his students to preassess their social and emotional skills. *[no evidence because the practice was completely absent]* Bill should review the sample student self-assessment tools found on pages 87-92 in the book *Social-Emotional Learning in the Classroom (2017)*.
105. Chapter 4/ key word – tracking students' progress/, self-reflection/, motivation/: Chris effectively tracks student progress. *##He works with students quarterly to review their progress and set goals on their Progress Trackers (see attached). Students set their own goals and record their performance on their assignments and assessments throughout the quarter. During an observed lesson, Chris returned a unit test to the students. While he was passing back the assessment, 18 of 20 students immediately took out their Progress Tracker before Chris told them to record their results and nine students excitedly commented aloud that they met their goals.##* As a result, student ownership of learning is high and students are engaged in their own progress.

106. Chapter 4/ key word – tracking students’ progress/, self-reflection/, motivation/: Matt needs to implement a system to track and communicate student progress. *##During the observed lesson, each student I asked if he was good at math stated, “I don’t know. ##”* As a result of increased communication and understanding of student progress, students will increase ownership of their learning. Matt should review the material on tracking students’ progress in *Instructional Practices That Maximize Student Achievement* (2017) on pages 150-151 and see me with any questions or for further suggestions.

## CHAPTER 5/

107. Chapter 5/ key word – calling-on patterns/, differentiating instruction/: Lisa needs to use calling practices that increase student participation. *##During the observed lesson, students were called on to participate 15 times and 14 of these times the student called on was sitting on the left side of the classroom. ##* As a result, students on the right side of the classroom did not have an opportunity to participate in the class discussion. Lisa should review the material on calling-on patterns in *Instructional Practices That Maximize Student Achievement* (2017) on page 237-238 and see me with any questions or for further suggestions.

108. Chapter 5/ key word – calling-on patterns/, differentiating instruction/: Marta effectively calls on students. *##During the observed lesson, all 20 students raised their hands to participate multiple times and each was called on at least once. Marta equally called on boys and girls, students sitting in each part of the classroom, and those who raised their hands quickly as well as those who needed more time to volunteer. ##* As a result, all students were engaged, able to share their ideas, and receive immediate feedback on their responses.

109. Chapter 5/ and Chapter 4/ key word – check understanding/, dipsticking/: 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 216-217 in *Instructional Practices That Maximize Student Achievement* (2017). She should see me if she needs assistance with implementing these strategies.

110. Chapter 5/ and Chapter 4/ 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. Using developmentally 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 children learned the appropriate words with which to sequence and were able to successfully complete the activity.

111. Chapter 5/ and Chapter 4/ key word – include all students/, dipsticking/, motivation/: Mr. B’s classroom discussion did not incorporate a sufficient number 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 (2017)*:
- dipsticking (pages 216-217)
  - responding to students who answer “I don’t know” (pages 225-226)
  - and other strategies (e.g. ball of knowledge, calling sticks, group questions, for increasing the number of students who participate (pages 235-238).
112. 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.
113. Chapter 5/ key word – praise/, motivation/, social-emotional learning/ : Bill used frequent praise. *##Bill 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.
114. Chapter 5/ key word – praise/, motivation/, social-emotional learning/: Pat needs to use specific praise with her students. *##During the observed lesson, Pat repeatedly responded to students answers by stating, “okay”. ##* As a result, students were unclear as to whether their responses were correct. 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. Pat should read about the characteristics of effective praise found on page 232 in *Instructional Practices That Maximize Student Achievement (2017)* and see me if she has questions about implementing more effective praise.

**Alternate recommendation from SEL book:** Pat should read about the examples of effective praise found on pages 132 to 135 and 187 and 188 in *Social-Emotional Learning in the Classroom (2017)* and see me if she has questions about implementing more effective praise.

115. Chapter 5/ key word – praise/, motivation/, social-emotional learning/ : Pat’s student praise statements lacks 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 page 232 in the book *Instructional Practices That Maximize Student Achievement (2017)* for information on the characteristics of effective praise.

**Alternate recommendation from SEL book:** Pat should read about the examples of effective praise found on pages 187 and 188 in *Social-Emotional Learning in the Classroom (2017)* and see me if she has questions about implementing more effective praise.

116. Chapter 5/ key word – questioning/, formative assessment: 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 225-226 in *Instructional Practices That Maximize Student Achievement (2017)* and incorporate strategies for assisting students who are too quick to answer “I don’t know.” Bill should see me if he needs assistance with these strategies.

117. Chapter 5/ key word – questioning/, high standards and expectations/: 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 developing students’ higher order thinking skills. Bill should read the section on levels of questions found on pages 219-222 in *Instructional Practices That Maximize Student Achievement (2017)* to learn about the levels of questions and their impact on students. He should use the Bloom’s taxonomy chart on page 320 to see lists of verbs he should use for asking higher order thinking questions.

118. Chapter 5/ key word – 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 that 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 question he should have asked 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 226-227 in *Instructional Practices That Maximize Student Achievement (2017)* to learn about the avoidance of “happy talk” when asking a question. Bill should see me if he needs assistance with this practice.

119. Chapter 5/ key word – questioning/, motivation/, social-emotional learning/: 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 235-238 in *Instructional Practices That Maximize Student Achievement (2017)* and incorporate strategies for increasing the number of students who answer questions. Bill should see me if he needs assistance with this practice.
120. Chapter 5/ key word – questioning, double-barreled 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 page 227 in the book *Instructional Practices That Maximize Student Achievement (2017)* to learn more about the impact of asking multiple questions in rapid sequence. Bill should see me if he needs assistance with this practice.
121. Chapter 5/ key word – questioning/, double-barreled questioning/: During a ten-minute observation, 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 page 227 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (3rd edition), and avoid double-barreled questions in the future. Mary should see me if she needs assistance with this practice.
122. Chapter 5/ key word – questioning/: Bill needs to stop calling on a student to answer a question before asking the question. *##On four occasions during the lesson Bill called on students (Joe, Margarita, Willy, and Freddie) prior to asking them a question.##* 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. Bill should read “Avoid Designating a Respondent” found on page 231 of the text *Instructional Practices That Maximize Student Achievement (2017)* and see me if he has questions about this information. Bill should see me if he needs assistance with this practice.

123. Chapter 5/ key word – questioning/, literacy specialists/, Lindamood Bell/, social-emotional learning/ : Bill needs to insure that all the students are included in the questions and responses. *##The group had four students and Bill would only ask one student at a time a question. The other students sat passively while Bill worked with the one student. ##*As a result, there wasn't learning taking place 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. Bill should see me if he needs assistance with this practice.
124. Chapter 5/ key word – responding to incorrect answers/, questioning/, social-emotional learning/: Michael needs to use effective practices to respond to students' incorrect answers. *##During the observed lesson, Michael quickly dismissed incorrect answers by stating a curt, "No", and moving on to other students.##* As a result of effectively responding to incorrect answers, students will feel comfortable making mistakes while not being confused about the correct answer. Michael should review the material on responding to incorrect answers in *Instructional Practices That Maximize Student Achievement* (2017) on pages 232-234 and see me with any questions or for further suggestions.
125. Chapter 5/ key word – responding to incorrect answers/, questioning/: James effectively responds to students when they provide incorrect or partially correct answers. *##During the observed lesson, one student stated that New York City is the capital of New York State. Instead of telling the student that he was wrong, James pointed out that New York City is the largest city in New York but is not the capital. James made it very clear what the correct answer was but validated the rationale behind the student's answer. This happened on two more occasions during the observed lesson and in each case the incorrect student later participated a second time and shared a correct answer.##* As a result, all students had clear access to the correct answer and felt safe participating in class and making mistakes.
126. Chapter 5/ key word –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.
127. Chapter 5/ key word – wait time I/, questioning/, social-emotional learning/ : Sarah needs to use more wait time 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 229-230 in the book *Instructional Practices That Maximize Student Achievement* (2017) to learn the positive impacts of wait time.

128. Chapter 5/ key word – questioning/, wait time and prompts/, social-emotional learning/ : Bill used wait time and prompts demonstrate to his students his belief that with hard work and effective effort they could succeed. ##He used effective wait time and prompts during his question and answer period to insure students who did not volunteer were successful in answering questions. After asking questions he often allowed for a brief turn and talk among students and assisted partners that contained struggling students with finding the correct answer.## As a result, students with a limited history of success were more successful thereby increasing motivation.
129. Chapter 5/ key word – wait time II/, questioning/, social-emotional learning/: Bill needs to wait at least a full second after a student gives him an answer to a question, before he responds to the student. ##After two short observations and one extended observation, it is evident that Bill's practice is to immediately respond to every student's 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 229-231 in the text, *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (3rd edition), and implement the strategies described there
130. key word – questioning/, social-emotional learning/ Bill needs to develop social awareness and relationship skills during group work. ## During the lab period Bill circulated around the room asking questions to deepen students' understanding of the content. However, he did not ask any questions designed to increase their social awareness or relationship skills. ## Bill should read the sample questions found on pages 184 and 185 of the book *Social Emotional Learning in the Classroom* and see me if he needs help with implementing this recommendation.
131. key word – social-emotional learning/ Bill created a structure to develop social awareness and relationship awareness. ##The students made processing partners that insured they would work with a variety of the students in the class. Students found partners who they typically don't interact with in class. ## Interacting with a more diverse group of classmates expands student's repertoire of effective social skills.
132. key word – social-emotional learning/ Bill needs to create a structure to develop social and relationship awareness. ##The students used turn and talk on three occasions to process a higher order thinking question. In every instance the students turn and talk partner was the same person. When asked about this Bill said the students choose their own seats leading to them processing with the same student or students for weeks at a time. ## He should read the section on processing partners found on pages 222-223. Interacting with a more diverse group of classmates expands student's repertoire of effective social skills.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom* (2017)**

Bill should read the section on processing partners on pages 94 and 95 and 180 in the book *Social-Emotional Learning in the Classroom*

## CHAPTER 6/

133. Chapter 6/ key word – English language learning/, differentiating instruction/: 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.
134. Chapter 6/ key word – English language learning/, differentiating instruction/, social-emotional 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.
135. Chapter 6/ key word – English language learning/, differentiating instruction/, social-emotional 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.
136. Chapter 6/ key word – English language learning/, differentiating instruction/, social-emotional learning/ : Bill needs to provide more scaffolding for his ELL students. *[#no evidence because it is the absence of a practice#]* 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 master the content of the lesson at higher levels. He should review chapter 6 in *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (2017) as well as the sections on English language learning at the end of each chapter to learn how to provide additional scaffolding. Bill should see me if he needs assistance with this practice.
137. Chapter 6/ key word – extension/, differentiating instruction/: 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.
138. Chapter 6/ key word – groups and partners/, English language learning/, differentiating instruction/, social-emotional learning/ : 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.

139. Chapter 6/ key word – groups and partners/, reading instruction/: Bill’s lesson demonstrated the correct structure for the reading block. *##The lesson began with 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 the teacher that instruction was specific to their particular needs. ##* As a result, the students received instruction at their appropriate zone of proximal development.
140. Chapter 6/ key word – groups and partners/, read 180/: Bill correctly implemented the read 180 lesson structure. *##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.
141. Chapter 6/ key word – inclusion/, varying ability levels/, differentiating instruction/, social-emotional learning/ : Bonnie 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. Bonnie 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.
142. Chapter 6/ key word – inclusion/, co-teaching/: Dee did an excellent job of collaborating with two Special Education teachers on this lesson. *##At our post observation conference we discussed how that happens. Dee 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.
143. Chapter 6/ key word – inclusion/, special education/, Collegiality/: 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.

144. Chapter 6/ key word – inclusion/, special education/, Collegiality/: Bill needs to accept equal ownership for instruction of his special education students with the special education staff. **## Bill’s did not implementation modifications related to the learning needs of his special education students.##** As a result, the special education students in the class did not receive the level of needed to successfully in master the content. Bill should read the special education essays at the end of each chapter of *Instructional Practices That Maximize Student Achievement* and implement the modifications that match the IEP needs of his students. Bill should see me if he has any questions about the disabilities describe or the matching modifications.
145. Chapter 6/ key word – learning styles/, differentiating instruction/: 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.
146. Chapter 6/ key word – levels of mastery/, differentiating instruction/: 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”. ##** As a result, only those students she had time to get to individually, during the in-class assignment period, received assistance. Mary needs to read pages 2-5 in *Instructional Practices That Maximize Achievement: By Teachers, For Teachers* (3rd edition), to familiarize herself with the levels of mastery of student skill acquisition, and pages 283-287 in the same text to learn how to do mastery-based planning.
147. Chapter 6/ key word – levels of mastery/, read 180/, groups and partners/, differentiating instruction/: 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.
148. Chapter 6 and Essays on Special Education key word – levels of mastery, inclusion, special education/, differentiating instruction/: 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.
149. Chapter 6/ key word – levels of mastery/, 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. He should review chapter 6 in text *Instructional Practices That Maximize Student Achievement (2017)*. Bill should see me if he has any questions about implementing this practice.

150. Chapter 6/ key word – literacy specialists/, Lindamood Bell/: 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 student will not receive the pace of learning they need to be successful. Bill should see me to discuss ways in which he can increase the number of words he moves to graduate.
151. Chapter 6/ key word – tracking students’ progress/, special education/: 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.
152. Chapter 6/ key word – use of support staff/, differentiating instruction/, social-emotional learning/ : Tina 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 more success.
153. Chapter 6/ key word – use of support staff/, co-teaching/, English language learning/, differentiating instruction/, collegiality/, social-emotional learning/: 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 to improve the level of mastery of the content by the ELLs in his class.
154. Chapter 6/ key word – use of support staff/, co-teaching/, English language learning, social-emotional learning/ : 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.

155. Chapter 6/ key word – use of support staff/, planning/, English language learning/, social-emotional learning/ : 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.
156. Chapter 6/ key word – use of support staff/, English language learning/, social-emotional learning/: 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.
157. Chapter 6/ key word – use of support staff/, co-teaching/, literacy specialists/, Lindamood Bell/: In an 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 to silently signal (e.g. raised hand) when they have a question or wish to answer a question.
158. Chapter 6/ key word – use of support staff/, co-teaching/, literacy specialists/, Lindamood Bell/, on task-off task/: 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. Bill should make himself aware of the general education teacher’s schedule. He should use appropriate times (e.g. before school, planning periods, recess, and joint planning time) to discuss his space and materials needs prior to arriving to provide instruction.
159. Chapter 6/ key word – use of support staff/, professional responsibilities/, literacy specialists/, Lindamood Bell/, co-teaching/: Bill needs to come on time and should do the program for the entire scheduled time. *##Bill arrived five minutes late for the lesson. 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.##* As a result, his students sat idly waiting for his arrival. Arriving on time insures that all students are on task and that Bill’s students will not be disrupting the learning of others.

160. Chapter 6/ key word – visuals/, English language learning/, differentiating instruction/: 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 in English, Spanish, and Thai. ##* As a result students with varied English language proficiency levels were able to safely perform experiments in class with complete comprehension.
161. Chapter 6/ key word – visuals/, English language learning/, social-emotional learning/ : Bill needs to use more visuals in his teaching. *##While teaching about the weapons of the Civil War he failed to 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 spatial representations found on pages 58-59 of the book *Instructional Practices That Maximize Student Achievement (2017)* to learn the impact on learning when visuals are used.
162. Chapter 6/ key word – visuals/, English language learning/, social-emotional learning/: 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. And, ELL students will be better able to access the instruction.
163. Chapter 6/ key word – visuals/, English language learning/, social-emotional learning/ technology/ : Mrs. Smith 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

## CHAPTER 7/

Motivation/ Please note that many motivation paragraphs are also contained in other chapters. For example, paragraphs about connecting the students’ own lives are contained in chapter 2 the cognitive context chapter since these connections are also a component of cognitive context. You can find all the motivation paragraphs by searching with the key word motivation.

164. Chapter 7/ key word – enthusiasm/, motivation/: 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 shown to raise the level of student motivation. Bill needs to read the section on conveying passion and enthusiasm on page 64 and pages 342-

343 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.

165. Chapter 7/ key word – enthusiasm/, motivation/: Bill shows a high level of enthusiasm for the content. **##His facial expressions and voice intonation indicated excitement as he explained the power of nuclear fission. ##** A teacher’s enthusiasm and passion for the content has been shown to raise the level of student motivation.
166. key word- social-emotional learning/, motivation/ : Bill needs to bring students to a higher level of engagement. **##Nearly every student was on task. However, students did not show enthusiasm for the learning. In at least 10 instances students were propping their heads up with their arms. In other circumstances they were frequently yawning and appearing bored. ##** Bill should read the characteristics of authentic engagement and strategic compliance found on pages 143-144 and 146 of the book *Social-Emotional Learning in the Classroom* (2017). He should see me if he would like assistance with planning and executing lessons that demonstrate higher levels of engagement.
167. Chapter 7/ key word – motivation/, questioning/, prompts/, social-emotional learning/: Bill used wait time and prompts to demonstrate to his students his belief that with hard work and effective effort they could succeed. **##He used effective wait time and prompts during his question and answer period to insure students who did not volunteer were successful in answering questions. After asking questions he often allowed for a brief turn and talk among students and assisted partners that contained struggling students with finding the correct answer.##** As a result, students with a limited history of success were more successful thereby increasing motivation.
168. Chapter 7/ key word – motivation/, social-emotional learning/ : Bill needs to demonstrate to his students his belief that with hard work and effective effort they can succeed by increasing the number of students he calls on. **##Bill only called on the small group of students (30%) who had their hands raised. He did not provide scaffolds for students who needed encouragement and additional assistance to succeed. Immediately after asking a question he called on the student with the first raised hand. Students who answered incorrectly received an abrupt “no” and he moved on to another student. As I circulated around the room and asked questions some of the students who weren’t engaged it was clear that they did not understand the material and several (3 of 5) had stopped paying attention to the teacher. ##** As a result, students with a limited history of success and lacked confidence in their ability to succeed had this self-defeating belief reinforced. Bill needs to read chapter 7 in the book *Instructional Practices That Maximize Student Achievement* and implement the strategies that work with low motivation learners. He should also read Chapter 5 pp. 235-238 to learn strategies for increasing the number of students who respond. He should begin to implement the strategies noted in that chapter. Bill should see the math coach if he needs assistance implementing these strategies.
169. Chapter 7/ key word – motivation/, social-emotional learning/ : Bill sends messages to students that hard work and effort lead to success. **##Quotes such as “Genius is 1% inspiration and 99% perspiration- Thomas Edison are posted around the room. At one point he reminded a student**

*who found the material difficult that he also found learning a previous concept challenging but eventually mastered it.##* Students who attribute success and failure to acquired skills and effort, rather than innate intelligence, are less likely to give up when they find something is difficult.

170. Chapter 7/ key word – motivation/, social-emotional learning/ : Bill needs to send the message to struggling students that by acquiring skills and working hard they can be successful. *##During the observation I noticed three students who had stopped working without completing the task. When I asked them why they gave answers such as, “I am dumb in math” and “I can’t do math.” When I shared this information with Bill he said he didn’t realize they felt this way.##* Students who attribute success and failure to acquired skills and effort, rather than innate intelligence, are less likely to give up when they find something is difficult. Bill should read Chapter 7 in *Instructional Practices That Maximize Student Achievement (2017)* with a focus on those strategies that cause students to attribute success to hard work and strategies rather than innate ability.

**Alternate recommendation from the book *Social-Emotional Learning in the Classroom (2017)*** Bill should read Chapter 1 in *Social-Emotional Learning in the Classroom (2017)* with a focus on those strategies that cause students to attribute success to hard work and strategies rather than innate ability.

## **CHAPTER 9/**

171. Chapter 9/ key word – parents/: Joanne maintains effective communication with parents. *##She returns parent calls and parent e-mails within one workday 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.

172. 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 437-440 of the book *Instructional Practices That Maximize Student Achievement (2017)*. Bill should also set up a website where parents can find information about the operation of the class. Bill should review the sample websites found on pages 445-448 of the same text. Bill should see me if he needs any assistance or has any questions about this recommendation.

173. Chapter 9/ key word – parents/: David needs to carefully plan and host parent conferences. *##During the first round of parent conferences, David shared a lot of information about his class and students with families but there was not adequate time for the parents to share their thoughts. ##* By welcoming families to share their perspectives and understanding of their

children, teachers have a better understanding of how to best support student learning and are able to build strong family support and partnerships. David should review chapter 9 of *Instructional Practices That Maximize Student Achievement* (2017), especially the sections on parent conferences on pages 420-433 and see me if he has any questions.

174. Chapter 9/ key word – parents/: Melissa’s planning and execution of parent conferences is excellent. *##She ensures that parents have many opportunities to arrange a conference that fits into their schedules and clearly communicates these opportunities with each family. During each conference, Melissa puts parents at ease by acknowledging their investment in their children and welcoming their perspective on the year. She thoughtfully communicates any concerns and partners with the parents in finding effective solutions.##* As a result, there is high family involvement and rich communication between families and the school, ensuring that children receive support that maximizes their learning.
175. Chapter 9/ key word – parents/: Mr. L needs to carefully plan a Curriculum Night presentation for families. *##During my observation of the presentation Mr. L did not follow his agenda. He did not adequately provide parents with a clear and concise understanding of the curriculum. It was clear from the many questions asked by parents that the presentation lacked clarity and sufficient information.##* Events such as a Curriculum Night allow parents to better understand what their children are doing in school and know how to better support their children’s learning. Mr. L should review the section on hosting successful Curriculum Nights on pages 436-440 in *Instructional Practices That Maximize Student Achievement* (2017) and see me with any questions or for further suggestions.
176. Chapter 9/ key word – parents/: Mr. R effectively presents to families during Curriculum Night and Open House. *##Mr. R provides families with a syllabus, contact information, homework routines and expectations, and curriculum resources when they attend his Curriculum Night as well as posting this information on his website for families to access throughout the year. His presentation is well organized and he effectively addresses parent questions during the evening. Additionally, he provides parents with information about arranging conferences to address specific concerns and questions.##* As a result, families are well informed about the expectations and are able to effectively support their children’s learning in Mr. R’s class.
177. Chapter 9/ key word – parents/: Mrs. M needs to maintain a current website to communicate with families. *##A review of his website shows that homework assignments and curriculum information are between one and three months old and thus inaccurate.##* Allowing families to know what is happening in the classroom is critical to strong family support for student learning and success. Mrs. M should review samples of digital newsletters and websites for parents on pages 441-448 in *Instructional Practices That Maximize Student Achievement* (2017) and see me with any questions or for further suggestions.
178. Chapter 9/ key word – parents/: Mrs. W effectively utilizes her class website to communicate with families. *##Mrs. W posts a weekly newsletter on the site to communicate information about the current curriculum and class activities. Additionally, she posts helpful links related to the*

*current curriculum for families to visit with their children.*## As a result, families are well informed about their children’s learning and are able to extend the curricular learning at home.

179. Chapter 9/ key word – parents/: Susan needs to respond to parent e-mails and phone calls in a timely and professional manner. ##I received a call from a parent who indicated she had emailed Susan a week ago and did not have a response. When I sat with Susan about this and we looked at her email it was evident that on at least five occasions in the past three weeks parent inquiries were not responded to within the time set in the policy. In accordance with school policy, all e-mails and phone messages should be returned within 2 business days. ## E-mail can be highly effective in facilitating communication between home and school when guidelines are clearly communicated to families. For suggestions on effective e-mail practices, Susan should review pages 449-450 in *Instructional Practices That Maximize Student Achievement* (2017) and see me for further suggestions.
180. Chapter 9/ key word – parents/: Martha effectively uses phone and e-mail communication with families. ##Martha contacts each family by phone within the first two weeks of the year. She provides each family with her e-mail and phone communication policy and welcomes them to contact her with any concerns. She consistently responds to families within 36 hours of receiving their message and follows through on weekly check-ins with families of struggling students.## As a result, families feel encouraged to communicate with Martha and are effective partners in addressing their children’s learning needs.
181. Chapter 9/ key word – parents/, English language learning/: Michael needs to ensure that his communication with families and planned family events are welcoming to parents of ELL students. ##Two recent written communications to families did not provide a Spanish translation despite the fact that nearly 50% of the students in his class have parents who speak very little English.## Learning about students’ home cultures and languages is critical to ensuring effective and culturally – sensitive communication with parents and creating a welcoming atmosphere for all families. Michael should review the suggestions on pages 462-465 of *Instructional Practices That Maximize Student Achievement* (2017) and see me with any questions or for further suggestions.
182. Chapter 9/ key word – parents/, English language learning/: Samuel effectively communicates with and welcomes families of ELL students. ##Samuel ensures that all materials sent home are translated into the home language of his students and arranges ahead of time for a translator to be present when he plans family events. ## As a result, all families, including families of ELL students, feel welcome in the school, comfortably communicate any concerns and needs, and are able to effectively support their children’s learning.
183. Chapter 9/ key word – parents/: Mr. R needs to provide resources to parents on how to best support their children’s learning. ##Mr. R has many parents who are recent immigrants and most have no college and little secondary education. These parents need to be provided with information on how they can support their children’s learning. ## Providing parents with

effective strategies to support student learning and increasing parent involvement improves student success in school. Mr. R should review chapter 9 of *Instructional Practices That Maximize Student Achievement* (2017), particularly the tips for improved parent support and involvement on pages 419-432 and strategies for parents to support year-round learning on pages 433-435 and see me if he has any questions.

184. Chapter 9/ key word – parents/: Mr. M effectively provides parents with tools to best support their children’s learning. *##Mr. M clearly communicates all class grading and homework policies to families at the beginning of the year. He frequently calls home to updates parents on their children’s successes and challenges and welcomes parent recommendations that would improve their child’s learning and school experience. Additionally, in his monthly newsletter, Mr. M includes a section with tips for parents on improving partnerships with the school and extending student learning at home.##* As a result, the majority of parents are actively engaged in Mr. M’s class and feel welcome to communicate any concerns or suggestions they have.
185. Chapter 9/ key word – parents/: Bill needs to provide families with a written homework policy at the beginning of the school year. *##To date no policy or procedures have been given to families.##* Clearly communicating homework expectations, policies and suggested routines with both students and families is important to increase homework completion rates and involve parents in extended learning at home. Bill should review sample homework policies and suggested routines on pages 99-107 of *Instructional Practices That Maximize Student Achievement* (2017) and see me if he has any questions.
186. Chapter 9/ key word – parents/: Robert provides families with a clear, written homework policy at the beginning of the school year. *##During the first week of school, Robert sends home a letter outlining his homework and grading policies and expectations. Additionally, he provides families with another copy of these policies during Open House and addresses any questions or concerns that families have. The policies and expectations are clearly posted on his class web site for families to review at any time during the year. In addition to the clear policies and expectations, Robert also provides parents with helpful suggestions to maximize student homework time and establish effective homework routines. ##* As a result, there is a clear understanding of the purpose and expectations of homework in Robert’s class and a high student homework completion rate.
187. Chapter 9/ key word – parents/: Martha needs to support family engagement by providing students and families with study guides for upcoming tests and quizzes. *##She has given six quizzes and tests this semester and no study guides were provided. ##* Parents often want to support their children’s preparation for upcoming assessments but, especially at the secondary level, do not remember the content knowledge. Providing families with study guides allows them to support their children’s preparation even when they do not know the content themselves. Regularly posting study guides and assignments to the class website allows families to know what their children are learning in school and to better facilitate and support this learning from home. Please see me with any further questions.
188. Chapter 9/ key word – parents/: Jasmine effectively supports family engagement. *##Jasmine provides families with study guides for all upcoming tests and quizzes by posting them on her*

*class website and sending them home with students.##* As a result, parents are able to support student learning from home.

### Professional Responsibilities/

189. 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 for 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 out 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).
190. 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 not 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.
191. 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 increased 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.
192. 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.
193. key word – professional responsibilities/: Bill needs to come to school on time. *## October 3 and 15 he was 15 minutes late for school. When asked why he said, “the traffic was bad.”##* As a result, students were left unattended in his classroom increasing the potential for injury or inappropriate behavior. Bill needs to leave his house in sufficient time to get to school on time

every day. Since he cannot anticipate the traffic he needs to leave every day at a time that insures that he is in school on time even on bad traffic days.

194. key word – professional responsibilities/: Bill is not posting his grades on PowerSchool in a timely manner. *##On two occasions I checked Bill's grades and found nothing had been posted four a couple of weeks. When I spoke with Bill about this he indicated that assignments had been given and corrected but they were not posted. ##* As a result, students and guardians are unable to get an up to date picture of the student's school performance. Bill must correct assignments within four schools days of collecting them and post school grades within two days of the assignments being corrected.

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