Examples to assist your evaluation:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. (D)</td>
<td>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. (D)</td>
<td>The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. (D)</td>
<td>Teacher allows ELL students to write a first draft in their native tongue to get fluency and cohesiveness of ideas. While other students are revising and editing, ESL students can translate into English. (S)</td>
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<tr>
<td>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. (D)</td>
<td>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. (D)</td>
<td>Students all take the one-minute timing but have various “Mad Minutes” skills page. (S)</td>
<td>Students are in pairs giving each other their individualized spelling tests. (S)</td>
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<tr>
<td>The teacher gives the students 20 word problems to solve, but only 10 minutes for them to complete it before it is collected for a grade. (S)</td>
<td>The teacher always lets students select their own working groups because they behave better when they can choose whom they want to sit with. (D)</td>
<td>The teacher carefully assigns the parts of the Reader’s Theater so the struggling reader has shorter lines. (S)</td>
<td>The teacher lets students choose their scripts and then carefully monitors the students’ choice of character so the struggling reader has shorter lines. (S)</td>
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<tr>
<td>Mrs. Kyle’s students are practicing various Reader’s Theater scripts based on their reading level. (S)</td>
<td>A student with fine motor difficulties is working with a partner to record the answers on the reading worksheet. (S)</td>
<td>Some students are given outlines to follow during the lesson. (S)</td>
<td>After studying the parts of speech, the students are asked to write an argument why adjectives are more important than adverbs and vice versa. (M)</td>
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<tr>
<td>The students are measuring the perimeter of various items in the class. (M)</td>
<td>Teacher uses wait time before calling on</td>
<td>Since Kelly has fine motor difficulties, she is digitally recording her responses to the assigned reading text. (S)</td>
<td>Students work in cooperative groups to design a flowchart for performing long division. (M)</td>
</tr>
</tbody>
</table>
FEAP 1 c. - Designs instruction for students to achieve mastery

| students. (M) | information about the American Revolution. (M)  
| The teacher says, “Your History homework is to answer any five of the questions you’d like.”  
| Teacher uses wait time before calling on students to share their response with a partner. (M)  
| The teacher circulates and supports students as they are doing a worksheet to practice using polynomials while a few students review by watching a lesson on Khan Academy. (M)  
| Some students are measuring the perimeter of various items in the class while the teacher works with a small group that was struggling with the concept yesterday. (M)  
| After studying the Civil War, a reenactment participant is visiting the class. (M)  
| The teacher supports some students with measuring the perimeter of items in the class, some students are playing a game with perimeter on-line and others a designing a perimeter game for their peers. (M) |

Where noted, examples based on:


FEAP 1 c.-  Designs instruction for students to achieve mastery

Additional Resources to assist evaluators:

Mastery Learning description and select resources:

Article describing Mastery Learning. Includes lesson examples:

A Mastery-based assessment plan with accompanying materials:
http://www.edutopia.org/stw-college-career-stem-assessment

26 Strategies to assist ELL students with Mastery of the content:
http://www.channpaignschools.org/ESL/la30hr/instructionalstrategies.htm

Extensive Skills database to assist K-12 students in Mastery of math content:
http://www.ixl.com/promo?partner=google&phrase=Explorerv20Beta20-%20Text%20Ad&gclid=CPHH9vPRv7ECFYVgTAod2DQAgw