

Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers compared with the latest edition of RBT's *The Skillful Teacher*
Lower Cost and More current! More comprehensive!
More Aligned with Standards!

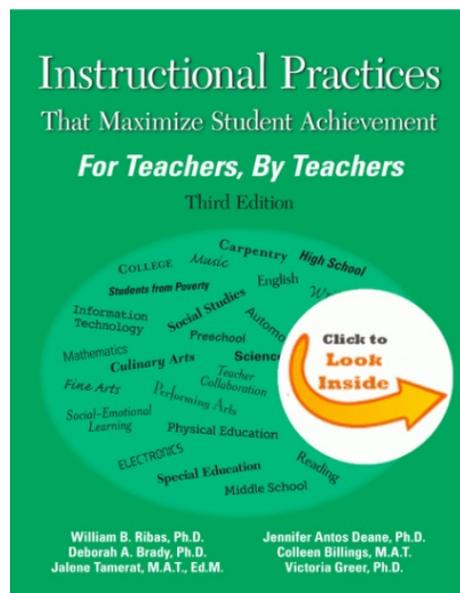
Five racially diverse authors who are active employees in school districts practicing daily the strategies in the book (see their biographies below).

All courses and workshops that use our book [*Instructional Practices That Maximize Student Achievement*](#) are taught with an 11 page guide that aligns the pages of the book with all 33 elements of the ESE teacher performance rubric. Alignment guides are also available for Danielson, Marzano, and Rhode Island Department of Education teacher rubrics.

A review of the references will show that the <i>Instructional Practices...</i> 's percentage of current professional references (past 15 years) is significantly higher	<i>Instructional Practices That Maximize Student Achievement</i>	<i>RBT Skillful Teacher</i>
fully aligned with the standards in the DESE, Marzano, Danielson and RIDE teacher evaluation rubrics with a FREE easy to use reference document.	Yes	No
pages on <i>teaching special education students and universal design for learning</i>	45 pages	0 pages
pages on <i>teaching English language learners</i>	45 pages	0 pages
pages on <i>brain based teaching</i>	75 pages	0 pages
pages on <i>effective co-teaching</i>	45 pages	0 pages
pages on <i>working effectively with parents and guardians</i>	50 pages	0 pages
pages on <i>working effectively with children and families from poverty</i>	90 pages	0 pages
<i>authors who are active school district employees practicing daily what is in the book</i>	5	0
<i>Book Only Price: (discounts for orders of 20 or more)</i>	\$61.95	\$84.95
<i>Course With Materials (per person)</i>	\$535	\$800

Click the link below or the book image for more information about the book, its authors or on how to receive a free 60 day review copy

<https://ribasassociates.ecwid.com/Instructional-Practices-That-Maximize-Student-Achievement-For-Teachers-By-Teachers-Third-Edition-2017-p102312784>



About the Authors of *Instructional Practices That Maximize Student Achievement (2017)*

The six authors of the book, have expertise in a broad range of student grade levels and academic content areas. Collectively, they taught all elementary grades from pre-school through high school. Their content-specific teaching experience includes reading, writing, mathematics, science, technology, social studies, special education, and English language learning. The authors have experience teaching in urban, suburban, and rural schools. All six of the authors have also worked as teacher trainers and have trained thousands of teachers and administrators in more than 150

school districts in the United States and Canada.

William B. Ribas Ph.D.

Bill is has more than 36 years paraprofessional, teacher, number of school districts. His elementary, middle school, and experience includes assistant pupil and personnel services, Bill's other books include *Evaluation That Works* and *Educators New to the District*, and internationally. He has also practitioner journals. Currently, Associates and Publications training, and publishing company. The company is dedicated to the growth and development of paraprofessionals, teachers and administrators. Since the company's inception in 2002, Bill and the other Ribas Associates consultants have worked with over 110 of urban, suburban, and rural school districts, helping educators raise student performance and better meet the needs of all students.



of experience as a administrator, and consultant in a teaching experience includes high school. His administrative principal, principal, director of and assistant superintendent. *Educator Supervision and Inducting and Mentoring* which are published nationally published articles in a variety of Bill is the president of Ribas Inc., an educational consulting,



Deborah A. Brady, Ph.D.

With over thirty-five years in public and private education, Debby Brady has had experience as a teacher, administrator, and co-teacher. Deb has served as an assistant superintendent for teaching and learning in two districts for over 17 years. She has taught middle school, high school and college as an English, reading, and writing teacher and instructor. In addition, Deb has served as a Director of a Learning/Writing Center at Dean College, and as an adjunct professor at Lesley College, Assumption College, Worcester State College, and Fitchburg State College where she taught both graduate and undergraduate courses in curriculum, reading, literacy, and writing. Deborah earned her doctorate at Lesley in educational studies. Her research focused on the impact of a standards-based curriculum on teaching, co-teaching, learning and assessment. Her special areas of interest include curriculum assessment, development, and improvement; instructional leadership and teacher evaluation; formative assessment and the effective use of feedback and data to improve instruction and student achievement; the gradual release of responsibility; effective data team development; literacy across the content areas and its assessment in reading, writing, speaking, listening, and accountable talk. Her initiatives as a district leader included: Instructional Rounds, MTSS-RTI, International Baccalaureate, teacher leadership, and Understanding by Design.

Jalene Tamerat, (Doctoral Candidate)

Jalene Tamerat is a doctoral candidate in Educational Leadership and Policy Studies at Boston University. Prior to her pursuit of full time graduate study, she worked in Boston Public Schools for ten years, the last eight of these as science teacher and teacher leader at the Josiah Quincy Upper School. At the Quincy Upper, in addition to her teaching duties, Jalene led groups of teachers through various school-based reform initiatives, including a comprehensive School Quality Review. Jalene also worked as part of a small team to develop the school's curriculum and practices for the adoption of the International Baccalaureate Program, and supported the school through its first few years of implementation. Since 2014, Jalene has been working with Breakthrough Greater Boston to provide instructional coaching to aspiring science teachers.



Jalene received her B.A. in political science from the University of Massachusetts, Amherst, and holds master's degrees from Emmanuel College (M.A.T) and Harvard University (Ed.M., Education Policy and Management). In 2008, she earned administrative licensure through participation in the Greater Boston Principal Residency Network. Her research at Boston University involves the experience of urban teachers as global competence educators. She is also a co-author on a soon to be released book on effective teaching. Her major area of focus in the book is the brain and learning.

Jennifer Antos Deane Ph.D.

Jenny Deane holds a doctorate from Boston College in curriculum and instruction with an emphasis on math and literacy and middle school classrooms. Massachusetts, she was chosen as also a classroom teacher in North Massachusetts, public schools. resource teacher and presently Development Coordinator in the Currently, she teaches skills to elementary students. developing materials and training remediate mathematics and assists teachers with integrating across the curriculum. She Journals Connect Mathematics to *The Journal of Mathematics Teaching in the Middle School.*



education in the elementary While working in Braintree, Teacher of the Year. She was Reading and Needham, She worked as a mathematics works as the Staff Needham public schools. mathematical problem-solving Jenny has been influential in teachers to extend and literacy teaching. She also mathematics and literacy authored the article “Daily Real Life” which appeared in

Victoria Greer Ph.D.

Dr. Greer began her career as a special education teacher in Nashville, TN. She then became a school liaison supervisor coordinating after school and summer programs in underserved communities in Nashville. In 2006 she became an instructional facilitator providing teachers with professional development opportunities. Among the programs she provided were programs designed to close the achievement gap between special education and general education students. In 2009 she became the director of instruction for the city of Nashville. She presently serves as the assistant superintendent of student services for the Cambridge, Massachusetts Public Schools. In this role she

supervisors all special education and clinical services in the district.

Colleen Billings M.A.T.

Colleen Billings has been a district director of ESL programs and taught ESL and bilingual education and has for twenty-five years. She served on the Bilingual/ELL Advisory Council for the Massachusetts Department of Education. She served as a Sheltered English Immersion Professional Development Coordinator for the Massachusetts Department of Elementary and Secondary Education. She currently works in Andover, Massachusetts Public Schools where she teaches ESL and leads professional development workshops related to the academic needs of English learners. In addition, she teaches graduate level courses at The School of Education & Social Policy Teacher Education Programs at Merrimack College.