

**Education Transformation Office
2010-2011 Midyear Instructional Review**

SCIENCE: Strategies Identified During Instructional Review	Status of Implementation (Please check one)			Evidence of Implementation	Next Action Steps	Person or Position Responsible for Monitoring
	Full	Partial	No			
Action Step #1: Department wide professional development on the effective implementation of the interactive CBC.	XX			Signed Agendas		Science Coach
Action Step #2: Model the effective implementation of the interactive use of the CBC.		XX		Use of CBC's during all Common planning and Department meetings.	<ul style="list-style-type: none"> Science Coach will model the use of the interactive CBC in all science classrooms The interactive CBC will be included in the Lesson Study 	Science Administrator and Coach
Action Step #3: Continue to support and monitor effective implementation of CBC throughout the science department.		XX			<ul style="list-style-type: none"> As a minimum practice, teachers will include the interactive CBC in the opening, transitions, and closing of the class. 	Science Administrator and Coach
Action Step #1: During common planning the science coach will lead a discussion on descriptive and corrective feedback, the need to be consistent and the need to allow students time to learn from their mistakes.		XX		Sharing of student folders evident during Common planning and Department meetings. Focus on Lab reports.	Quality of student work in the student folders should show progress throughout school year.	Science Administrator and Coach and Science Department
Action Step #2: Continue to support and monitor the use of descriptive feedback on lab reports.		XX		Sharing of student folders evident during Common planning	Continue Sharing of student folders during Common planning.	Science Administrator and Coach and Science

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						Department
Action Step #1: Through Common Planning, teachers will participate in Professional Development on the formulation of High Order Questions and the real world connections	XX			Signed Agendas		Science Administrator and Coach and Science Department
Action Step #2: Through Common Planning teachers will participate in PD on strategies to scaffold high order questions.	XX			Signed Agendas		Science Administrator and Coach and Science Department
Action Step #3: Through Common Planning teachers will collaborate on the development of the scaffolding of higher order questions.		XX		Signed Agendas	The coach will lead a discussion on how to increase the rigor of the high order questions by asking the question: "How can we increase the rigor of this activity?"	Science Administrator and Coach and Science Department
Action Step #4: Model the implementation of scaffolding high order questions.		XX		Coaches Logs	The science coach will model the use of high order questions in selected science classrooms.	Science Coach and Administrator
Action Step #5: Monitor the implementation of HOQ techniques in science classes.		XX		Coaches Logs		Science Coach and Administrator
Action Step #1: Continue to ensure students participate in the District Science Fair Competition and that the deadlines are met.	XX			In-house Science fair conducted on 10/29/11	Students will participate in the Miami-Dade Science fair	Debra Adams
Action Step #2: Develop an enrichment activity for those students that are not completing their Science Fair projects where	XX			Posters were created by students that did not complete a Science Fair Project.		Debra Adams Victor Galdo

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the teacher guides them into the scientific method and reporting their results.						
Action Step #1: A rotation calendar will be developed to organize the use of the computer lab	XX			Posted in the Computer Lab		Science Coach
Action Step #2: Continue to support the implementation of Gizmos and ICORE by making sure that teachers attend the PD on October 28 th .	XX			Teachers were registered for the PD		Dr. Eduardo Alvarez, Armando Alejo, Alex Solomon
Action Step #1: Continue to support and monitor effective implementation of APES and AP Biology Lab and College Board materials.	XX			AP teachers participated in PD.	<ul style="list-style-type: none"> Teachers should continue with the released AP Essays and LABS. AP teachers will request that the students turn-in <u>completed</u> Lab reports and with <u>neat, professional quality.</u> 	Science Coach and Administrator, and Mr. Victor Galdo Dr. Edwin Udoeye
Action Step #1: Professional development through Common Planning on the use of GIST in the science classes.		XX		GIST introduced during Department meeting	<ul style="list-style-type: none"> The science coach will coordinate with the reading coach to provide PD and assistance with the implementation GIST in the science classrooms. Through Common Planning, reading coach will provide PD to science teachers on the use of GIST in the 	Science Coach and Administrator

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					science classroom.	
Action Step #2: Monitor the implementation of reading/writing strategies in the science classes.		XX		Writing Strategies conducted via graded Lab. Reports.	<ul style="list-style-type: none">Through Common Planning, the science coach will ensure the infusion of reading/writing strategies in the lesson plans.During walkthroughs monitor the implementation with fidelity.	Science Coach and Administrator
Additional Science Strategies Identified During Follow-Up Visit				Next Action Steps		Person or Position Responsible

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Completed and improved Lab Reports	1) During Common Planning, teachers will bring copies of the student Lab Reports (5-10 folders) representing a true sample of the student population (exceed expectations, meet expectations, and below expectations). Teachers will provide feedback on how to encourage students to complete and improve the writing on the lab reports. 2) Teachers will provide students with opportunities in class to complete and improve on their lab write-ups including giving amnesty days.	Science administrator and coach
Transition of instruction from focusing on teaching to focusing on learning	<ul style="list-style-type: none">• Through Common Planning, teachers will review student work with the purpose of identifying what students are learning and discussing the topics that students are struggling with and the reasons why and strategies to improve.• Lesson plans will reflect less teacher led methods of lecture and worksheets and will indicate evidence of Gradual Release Method and student accountability such as “white boarding” and “cooperative learning”.• Lesson plans will reflect that during instructional delivery teachers include teacher to student and student to student discourse.• Teachers will include real world application to connect concepts/benchmarks to give students the	Science administrator and coach

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Develop a Lesson Study that will incorporate the following strategies: 1). The interactive CBC, 2). The transition from teaching to learning, and 3) high order questions.	<ul style="list-style-type: none">• In collaboration with teachers, the science coach will develop a Lesson Study where the strategies in question are displayed in a class with regular students.• Deliver and debrief with the purpose of having teachers implement similar practices in their classrooms. Teachers will reflect and plan on how to use these practices in their classrooms.	Science administrator and coach