

FAX COVER SHEET

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DATE: 6/16/11

NUMBER OF PAGES (INCLUDING COVER): 7

SENT TO: NAME: Ernesto Gonzalez

COMPANY: _____

PHONE NUMBER: _____

FAX NUMBER: 305-523-0649

SENT BY: NAME: Bianca Caszadilla

DESCRIPTION:

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Algebra II

Date: 12/8

Teacher: Exantus

Period:

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Exantus	307	X			X				
Hernandez	224	X	X	X	X				
Sanchez	318		X	X					

Miret

<input checked="" type="checkbox"/> Board Configuration:	Students are engaged
<input checked="" type="checkbox"/> Information matches lesson plans <input checked="" type="checkbox"/> Other:	<input checked="" type="checkbox"/> Note taking <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Lesson plans are visible and current	<input checked="" type="checkbox"/> Print Rich Environment
<input checked="" type="checkbox"/> Pacing Guides are visible and accessible	<input checked="" type="checkbox"/> Folders are updated with student work
<input checked="" type="checkbox"/> Pacing Guides are for correct subject matter / level	<input checked="" type="checkbox"/> Student work has comments written
<input checked="" type="checkbox"/> Pacing Guides are for corrected time frame (Dates are listed in top right hand corner)	<input checked="" type="checkbox"/> Use of technology:
<input checked="" type="checkbox"/> Bell Ringers are visible (posted or in lesson plan book)	Variations of assignments
<input checked="" type="checkbox"/> Completed first 15 minutes of class	
<input checked="" type="checkbox"/> Bell Ringers emphasize secondary benchmark: List Benchmark:	<input type="checkbox"/> Computer usage in classroom
<input checked="" type="checkbox"/> Instructional Focus Calendars are visible List Benchmark:	<input checked="" type="checkbox"/> Use of Data to Drive Classroom Instruction Data Used:
Variations in instruction Rigor <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Pairs / Groups Differentiated Instruction Teacher Led Group <input checked="" type="checkbox"/> Reciprocal Teaching <input checked="" type="checkbox"/> Promethean Lessons <input checked="" type="checkbox"/> Higher Order Thinking Skills	Evidence of Reading and Writing Projects Vocabulary Use of Task Cards
<input checked="" type="checkbox"/> Manipulatives / Hands-On Activities <input checked="" type="checkbox"/> Calculators <input checked="" type="checkbox"/> Reference Sheets	Closing or Wrap up is implemented

Comments:

- Lesson plan don't match the board
- 09-10 pacing guides
- IFC
- Good High Order Questioning
- folders are not update
- Data was not visible in binder
- Writing in class was great and asked in a high level question

Biology Honors

Date: 9/20/10

Teacher: Ferreira

Period: 3

9:50

Teacher Name	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
rtinez	355								X
Page	357			X			X	X	
Ferreira	259			X					X

miret

<input checked="" type="checkbox"/> Board Configuration: <i>needs to be in view of students</i> <input checked="" type="checkbox"/> Information matches lesson plans Other:	<input checked="" type="checkbox"/> Students are engaged <input checked="" type="checkbox"/> Note taking <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Discussion Other:
<input checked="" type="checkbox"/> Lesson plans are visible and current <input checked="" type="checkbox"/> Pacing Guides are visible and accessible <input checked="" type="checkbox"/> Pacing Guides are for correct subject matter / level <input checked="" type="checkbox"/> Pacing Guides are for corrected time frame (Dates are listed in top right hand corner) <input checked="" type="checkbox"/> Bell Ringers are visible (posted or in lesson plan book) <input checked="" type="checkbox"/> Completed first 15 minutes of class	<input checked="" type="checkbox"/> Print Rich Environment <input checked="" type="checkbox"/> Folders are updated with student work <i>needs work</i> <input checked="" type="checkbox"/> Student work has comments written <i>none</i> <input checked="" type="checkbox"/> Use of technology: Gizmos <i>none</i> <input checked="" type="checkbox"/> Variations of assignments
<input type="checkbox"/> Bell Ringers emphasize secondary benchmark: List Benchmark:	<input type="checkbox"/> Computer usage in classroom Evidence of Labs <i>none</i>
<input type="checkbox"/> Instructional Focus Calendars are visible List Benchmark: <i>need to be posted</i>	<input type="checkbox"/> Use of Data to Drive Classroom Instruction Data Used:
<input checked="" type="checkbox"/> Variations in instruction Rigor Lecture <input type="checkbox"/> Pairs / Groups Differentiated Instruction <input type="checkbox"/> Teacher Led Group <input type="checkbox"/> Reciprocal Teaching <input checked="" type="checkbox"/> Promethean Lessons <input type="checkbox"/> CRISS / Higher Order Thinking Skills	<input checked="" type="checkbox"/> Evidence of Reading and Writing <input type="checkbox"/> Write ups for Labs <input checked="" type="checkbox"/> Projects <input type="checkbox"/> Vocabulary <input type="checkbox"/> Use of Task Cards <i>ask the coach</i>
<input type="checkbox"/> Manipulatives / Hands-On Activities <input type="checkbox"/> Five Star Generals / Problem of the day <input type="checkbox"/> Calculators <input checked="" type="checkbox"/> Reference Sheets <i>none</i> <input type="checkbox"/> Evidence of Labs	<input type="checkbox"/> Closing or Wrap up is implemented

Comments:

X

English II Honors

Date:

9/28/10

Teacher:

Perrine

Period:

49:00

Teacher Name	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Perrine	225	X			X				

<input checked="" type="checkbox"/>	Board Configuration: Information matches lesson plans Other:	Students are engaged Note taking Listening Discussion Other:
<input checked="" type="checkbox"/>	Lesson plans are visible and current	<input checked="" type="checkbox"/> Print Rich Environment
<input checked="" type="checkbox"/>	Pacing Guides are visible and accessible	<input checked="" type="checkbox"/> Folders are updated with student work - pre-test was visible with comments
<input checked="" type="checkbox"/>	Pacing Guides are for correct subject matter	Student work has comments written
<input checked="" type="checkbox"/>	Pacing Guides are for corrected time frame (Dates are listed in top right hand corner)	Use of technology use of promethean
<input checked="" type="checkbox"/>	Bell Ringers are visible (posted or in lesson plan book)	Variations of assignments
<input checked="" type="checkbox"/>	Completed first 15 minutes of class	
<input checked="" type="checkbox"/>	Bell Ringers emphasize secondary benchmark: List Benchmark:	Computer usage in classroom
<input checked="" type="checkbox"/>	Instructional Focus Calendars are visible List Benchmark:	Use of Data to Drive Classroom Instruction Data Used:
<input checked="" type="checkbox"/>	Variations in instruction Rigor Lecture Pairs / Groups Differentiated Instruction Teacher Led Group Reciprocal Teaching Higher Order Thinking Skills	Evidence of Reading and Writing Usage of Classroom Libraries Projects Vocabulary — posted on wall Use of Task Cards
<input checked="" type="checkbox"/>	Writing is evident: Comments on Anchor Papers Writing Prompts Writing Process is being implemented Scoring / Rubrics are being utilized	Closing or Wrap up is implemented

Some raisings were hands to discuss or ques. ans.

Comments: teacher was lecturing - bell ringer review

calzadilla

Intensive Reading: USA TODAY

Date:

12/7/10

Teacher:

Blunier

Period:

511th

Teacher Name	Room #	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Blunier	227	X	X	X		X	X		X
Tapanes	238	X	X	X	X	X			X
A. Pefez	216		X			X			

Board Configuration: <i>- very minimal needs work. stated that on computer</i>	Students are engaged
Information matches lesson plans	Note taking
Other:	Listening
	Discussion
	Other:
Lesson plans are visible and current	Print Rich Environment <i>- base - needed.</i>
N/A Pacing Guides are visible and accessible / Reading Plan is in place and being utilized	Folders are updated with student work
✓ Newspapers are being utilized	Student work has comments written <i>- NO - grades only</i>
Test taking strategies are being implemented	✓ Use of technology <i>promen in</i>
Bell Ringers are visible (posted or in lesson plan book)	Variations of assignments assigned
Completed first 15 minutes of class <i>circ not sep.</i>	
Bell Ringers emphasize secondary benchmark: List Benchmark:	Computer usage in classroom Reading Plus Program being implemented
Instructional Focus Calendars are visible	Use of Data to Drive Classroom Instruction Data Used:
Variations in instruction Rigor	Evidence of Reading and Writing
Lecture	Usage of Classroom Libraries
Pairs / Groups Differentiated Instruction	Projects
Teacher Led Group	Vocabulary
Reciprocal Teaching	Use of Task Cards
Fidelity of Program: Materials used	Closing or Wrap up is implemented

Comments:

Students in Semi-circle
 asked to see her during planning!

Catradilla

Supplementary,

5th period Common plan

Ladd

SPED, Electives Geometry

Date: 9/22/10

Teacher: Ms Fernandez Period: 3

Teacher Name	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Ms Fernandez	311			✓					

* No Bellringer written for Geometry (Common Board)

✓	Board Configuration: <u>yes</u>	Students are engaged
✓	Information matches lesson plans Other:	✓ Note taking Listening Discussion Other:
No	Lesson plans are <u>visible</u> and current	✓ Print Rich Environment
✓	Pacing Guides / Curriculum are visible and accessible Syllabi is being utilized (if applicable)	? Folders are updated with student work and contain data chat information <u>folders</u>
✓	Pacing Guides are for correct subject matter	✓ Student work has comments written <u>some work</u>
?	Pacing Guides are for corrected time frame (Dates are listed in top right hand corner)	✓ Use of technology
✓	Bell Ringers are visible (posted or in lesson plan book) <u>written on framed common board</u> <u>not lesson plan or common board</u> Completed first 15 minutes of class	Variations of assignments
?	Bell Ringers emphasize secondary benchmark: List Benchmark:	? Computer usage in classroom and with fidelity. Each department has specific computer programs being utilized
✓	Instructional Focus Calendars are visible List Benchmark:	Use of Data to Drive Classroom Instruction Data Used (Baseline, FAIR, monthly assessments):
✓	Variations in Instruction Rigor <u>Lecture</u> Pairs / Groups Differentiated Instruction <u>Teacher Led Group</u> Reciprocal Teaching Higher Order Thinking Skills	Evidence of Reading and Writing Usage of Classroom Libraries Projects SAT / ACT Vocabulary / FCAT Vocabulary strategies Use of Task Cards Higher Order Thinking Questions / Skills Closing or Wrap up is implemented
?	Writing is evident: Writing Process is being implemented Scoring / Rubrics are being utilized	

- * Board Configuration physically present w/o Date, Teacher's name Lesson Activities/ Bellringers
- * Bell Ringer given on framed common board (however not reflected on board)
- * Dates in lesson planning not accurate, (Mr. Colin written on lesson plan. (not teachers lesson plan))
- * Lesson plan does not reflect info in common board config
- * Contains Impediment more high order questioning
- * Rubrics found however all work should be updated w/ feedback

ESOL 3-4

Ladd

Writing

Electives

~~ESOL~~

Date: 2/14/11

Teacher: ~~Guzman~~

Period: 3

Teacher Name	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Guzman									

* Class under control ~~Not~~

<input checked="" type="checkbox"/> Board Configuration: No Information matches lesson plans Other: Essential question on board not in lesson planning	Students are engaged Note taking Listening Discussion Other: writing/reading (silent)
<input checked="" type="checkbox"/> Lesson plans are visible and current Pacing Guides / Curriculum are visible and accessible Syllabi is being utilized (if applicable) Pacing Guides are for correct subject matter Pacing Guides are for corrected time frame (Dates are listed in top right hand corner)	<input checked="" type="checkbox"/> Print Rich Environment No Folders are updated with student work and contain data chat information <input checked="" type="checkbox"/> Student work has comments written Use of technology
No Bell Ringers are visible (posted or in lesson plan book) Completed first 15 minutes of class in planning not on board	Variations of assignments
? Bell Ringers emphasize secondary benchmark: List Benchmark: No IPC or Pacing guide	<input checked="" type="checkbox"/> Computer usage in classroom and with fidelity. Each department has specific computer programs being utilized
No Instructional Focus Calendars are visible List Benchmark:	<input checked="" type="checkbox"/> Use of Data to Drive Classroom Instruction Data Used (Baseline, FAIR, monthly assessments):
<input checked="" type="checkbox"/> Variations in instruction Rigor Lecture Pairs / Groups Differentiated Instruction Teacher Led Group Reciprocal Teaching Higher Order Thinking Skills	<input checked="" type="checkbox"/> Evidence of Reading and Writing Usage of Classroom Libraries Projects SAT / ACT Vocabulary / FCAT Vocabulary strategies Use of Task Cards Higher Order Thinking Questions / Skills Closing or Wrap up is implemented
<input checked="" type="checkbox"/> Writing is evident: Writing Process is being implemented Scoring / Rubrics are being utilized	

* Bellringer on Board (states no Bell Ringer) lesson plan states Explain how text features from pages 134-142 help you understand

* Folders need to be updated. Latest work seen 1/31/11