

FAX COVER SHEET

To: Ernesto Gonzalez
Education Transformation Office
(305) 523-0649

From: Ms. Melanie Megias, Principal
North Miami Middle School

Date: June 13, 2011

SUBJECT: Classroom Visit Logs – Lesson Study Followup

For your records, as requested. Please let me know if you need additional information.

North Miami Middle School
Classroom Visitation Checklist

Administrator: Parrish - Bay

T: <u>Mr. Rivera - Kousako</u>	Subject:	Date: <u>12-6-11</u>
<input type="checkbox"/> Benchmark/Vocabulary/Objective/Activity/Assessment/Home Learning	<input type="checkbox"/> Student Work Displayed	<input type="checkbox"/> Lesson Plans Followed & Reflect the Pacing Guide
<input type="checkbox"/> Common Board Configuration	<input type="checkbox"/> Use of Student Planners	<input type="checkbox"/> Higher Order Thinking Skills
<input type="checkbox"/> Data Binders Present and Up to Date	<input type="checkbox"/> Teacher Standing Interacting with Students and Students are Engaged	<input type="checkbox"/> Instructional Time Frame Being Followed
<input type="checkbox"/> Curriculum Binders Complete with Long/Short Range Plans	<input type="checkbox"/> Classroom Neat and Organized	<input type="checkbox"/> Discipline/Classroom Management Evident
<input type="checkbox"/> Evidence of Student Work in Student Work Folders		<input type="checkbox"/> Parent Contact Logs
<input type="checkbox"/> Classroom Technology as a Tool Being Used	Comments: <u>Delayed library</u> <u>class folders</u>	<input type="checkbox"/> Bell to Bell Instructions
<input type="checkbox"/> High Tech	<u>class binders</u>	
<input type="checkbox"/> Low Tech	Followups: <u>binders</u>	

Teacher: <u>Vraa</u>	Subject: <u>ESE Science</u>	Date: <u>12-6-11</u>
<input checked="" type="checkbox"/> Benchmark/Vocabulary/Objective/Activity/Assessment/Home Learning	<input type="checkbox"/> Student Work Displayed	<input checked="" type="checkbox"/> Lesson Plans Followed & Reflect the Pacing Guide
<input checked="" type="checkbox"/> Common Board Configuration	<input type="checkbox"/> Use of Student Planners	<input checked="" type="checkbox"/> Higher Order Thinking Skills
<input type="checkbox"/> Data Binders Present and Up to Date	<input checked="" type="checkbox"/> Teacher Standing Interacting with Students and Students are Engaged	<input checked="" type="checkbox"/> Instructional Time Frame Being Followed
<input type="checkbox"/> Curriculum Binders Complete with Long/Short Range Plans	<input type="checkbox"/> Classroom Neat and Organized	<input checked="" type="checkbox"/> Discipline/Classroom Management Evident
<input type="checkbox"/> Evidence of Student Work in Student Work Folders		<input type="checkbox"/> Parent Contact Logs
<input type="checkbox"/> Classroom Technology as a Tool Being Used	Comments: <u>Follow up on increasing engagement during content major presentation lesson study observation</u>	<input type="checkbox"/> Bell to Bell Instructions
<input type="checkbox"/> High Tech	Followups: <u>Focus on one content objective at a time</u>	
<input type="checkbox"/> Low Tech		

Teacher: <u>Williams</u>	Subject: <u>7th Gr. Science</u>	Date: <u>12-6-11</u>
<input checked="" type="checkbox"/> Benchmark/Vocabulary/Objective/Activity/Assessment/Home Learning <u>Written by student</u>	<input type="checkbox"/> Student Work Displayed	<input checked="" type="checkbox"/> Lesson Plans Followed & Reflect the Pacing Guide
<input type="checkbox"/> Common Board Configuration	<input type="checkbox"/> Use of Student Planners <u>N/A</u>	<input type="checkbox"/> Higher Order Thinking Skills
<input type="checkbox"/> Data Binders Present and Up to Date	<input checked="" type="checkbox"/> Teacher Standing Interacting with Students and Students are Engaged	<input type="checkbox"/> Instructional Time Frame Being Followed
<input type="checkbox"/> Curriculum Binders Complete with Long/Short Range Plans	<input type="checkbox"/> Classroom Neat and Organized	<input type="checkbox"/> Discipline/Classroom Management Evident
<input checked="" type="checkbox"/> Evidence of Student Work in Student Work Folders		<input type="checkbox"/> Parent Contact Logs
<input checked="" type="checkbox"/> Classroom Technology as a Tool Being Used	Comments: <u>Mr. Williams continues to try to implement strategies but is struggling. The lesson study objective of increasing engagement during content area presentation still needs work.</u>	<input type="checkbox"/> Bell to Bell Instructions
<input type="checkbox"/> High Tech	Followups:	
<input checked="" type="checkbox"/> Low Tech		

Move Williams to more manageable class setting

Teacher: <u>Edmonston</u>	Subject: <u>8th Gr. Adv Sci</u>	Date: <u>12-6-11</u>
<input type="checkbox"/> Benchmark/Vocabulary/Objective/Activity/Assessment/Home Learning <u>Plans not student</u>	<input checked="" type="checkbox"/> Student Work Displayed	<input type="checkbox"/> Lesson Plans Followed & Reflect the Pacing Guide <u>N/A</u>
<input type="checkbox"/> Common Board Configuration <u>incomplete</u>	<input type="checkbox"/> Use of Student Planners <u>Using Cornell Notes</u>	<input type="checkbox"/> Higher Order Thinking Skills
<input type="checkbox"/> Data Binders Present and Up to Date	<input checked="" type="checkbox"/> Teacher Standing Interacting with Students and Students are Engaged	<input type="checkbox"/> Instructional Time Frame Being Followed
<input type="checkbox"/> Curriculum Binders Complete with Long/Short Range Plans	<input type="checkbox"/> Classroom Neat and Organized	<input type="checkbox"/> Discipline/Classroom Management Evident
<input checked="" type="checkbox"/> Evidence of Student Work in Student Work Folders		<input type="checkbox"/> Parent Contact Logs
<input checked="" type="checkbox"/> Classroom Technology as a Tool Being Used	Comments: <u>Students appear engaged. One finding from LS is that students must be engaged during content instruction</u>	<input type="checkbox"/> Bell to Bell Instructions
<input type="checkbox"/> High Tech	Followups: <u>Engage in more visual common planning in order to increase opportunities for all students.</u>	
<input checked="" type="checkbox"/> Low Tech		

Teacher:	Subject:	Date: <u>12-6-11</u>
<input type="checkbox"/> Benchmark/Vocabulary/Objective/Activity/Assessment/Home Learning	<input type="checkbox"/> Student Work Displayed	<input type="checkbox"/> Lesson Plans Followed & Reflect the Pacing Guide
<input type="checkbox"/> Common Board Configuration	<input type="checkbox"/> Use of Student Planners	<input type="checkbox"/> Higher Order Thinking Skills
<input type="checkbox"/> Data Binders Present and Up to Date	<input type="checkbox"/> Teacher Standing Interacting with Students and Students are Engaged	<input type="checkbox"/> Instructional Time Frame Being Followed
<input type="checkbox"/> Curriculum Binders Complete with Long/Short Range Plans	<input type="checkbox"/> Classroom Neat and Organized	<input type="checkbox"/> Discipline/Classroom Management Evident
<input type="checkbox"/> Evidence of Student Work in Student Work Folders		<input type="checkbox"/> Parent Contact Logs
<input type="checkbox"/> Classroom Technology as a Tool Being Used	Comments:	<input type="checkbox"/> Bell to Bell Instructions
<input type="checkbox"/> High Tech		
<input type="checkbox"/> Low Tech	Followups:	

North Miami Middle

Observer: Megie

CLASSROOM WALKTHROUGH REMINDERS

CLASSROOM WALKTHROUGH REMINDERS

Teacher: Deleon

DATE: 2/15/11

Teacher: Lopez

DATE: 2/15/11

Subj: Computers

Subject: ESOL

INSTRUCTIONAL FOCUS ALIGNMENT

INSTRUCTIONAL FOCUS ALIGNMENT

Focus Benchmarks and Agenda

Focus Benchmarks and Agenda

Use of Item Specifications/FGAT Resources

Use of Item Specifications/FCAT Resources

Horizontal Alignment (Subject/Grade)

Horizontal Alignment (Subject/Grade)

Data/Progress Monitoring Binders

Data/Progress Monitoring Binders

Common Planning/Lesson Plans

Common Planning/Lesson Plans *Recently completed Lesson Study*

Bell Ringer Activities

Bell Ringer Activities *As a follow up to Lesson Study*

Use of Essential Questions

Use of Essential Questions *bell rings should be shorter*

Notes: Deleon used computers to demonstrate the design cycle.

Notes: so that students can get involved in the learning of the mini-lessons, not just listen to teacher

INSTRUCTIONAL DELIVERY

INSTRUCTIONAL DELIVERY

Differentiated Instruction Activities

Differentiated Instruction Activities *not evident*

Small Group Instruction

Small Group Instruction

Explicit Instruction

not observed

Explicit Instruction

Higher Order Questions

Higher Order Questions

Use of Rubrics/Anchor Papers

IB Rubric evident

Use of Rubrics/Anchor Papers

Notes:

Notes:

STUDENT ENGAGEMENT

STUDENT ENGAGEMENT

Hands On Activities (Manipulatives/Labs)

Hands On Activities (Manipulatives/Labs)

Use of Technology

high tech

Use of Technology

Collaborative Activities

Collaborative Activities

Notes: Students were working on different assignments to prepare a project

Notes: Teacher acquired some new strategies during lesson study and is working on implementing them

CLASSROOM ENVIRONMENT

CLASSROOM ENVIRONMENT

Interactive Vocabulary Walls

Interactive Vocabulary Walls

Classroom Management

Excellent

Classroom Management - *classroom environment noisy due to foreigner*

Exemplary Student Work Displayed

not observed

Exemplary Student Work Displayed

Notes:

Notes: