THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2020-2021

Ideas With IMPACT

idea packet

sponsored by:

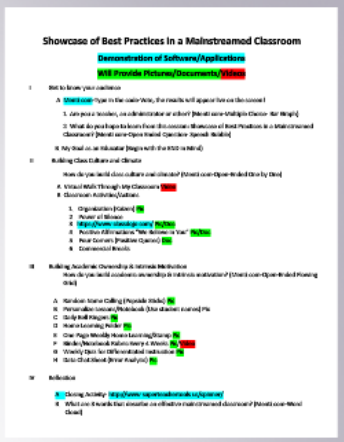
CONSORTIUM OF FLORIDA EDUCATION FOUNDATIONS

FLORIDA EDUC8 SUPPORT EDUCATION

Showcase of Best Practices in a Mainstreamed Classroom

Showcase of Best Practices in a Mainstreamed Classroom

Showcase of Best Practices in a Mainstreamed Classroom
SOCIAL-EMOTIONAL LEARNING
Vanessa Radice
vradi001@dadeschools.net
Hialeah-Miami Lakes Senior High



Showcase of Best Practices in a Mainstreamed Classroom

Demonstration of Software/Applications

Will Provide Pictures/Documents/Videos

I. Get to know your audience
   - A. Mentimeter-Type in the code Vote, the results will appear live on the screen!
     1. Are you a teacher, an administrator or other? [Mentimeter-Multiple Choice- Bar Graph]
     2. What do you hope to learn from this session: Showcase of Best Practices in a Mainstreamed Classroom? [Mentimeter-Open Ended Question- Speech Bubble]
   - B. My Goal as an Educator [Begin with the END in Mind]

II. Building Class Culture and Climate
   - How do you build class culture and climate? [Mentimeter-Open Ended One by One]
   - A. Virtual Walk Through My Classroom Video
   - B. Classroom Activities/Videos:
     1. Organization [Video] Pic
     2. Power of Silence
     3. https://www.standup.com/ Pic/Doc
     4. Positive Affirmations "My Actions in Text" Pic/Doc
     5. Four Corners [Positive Quotes] Doc
     6. Connected Emails

III. Building Academic Ownership & Intrinsic Motivation
   - How do you build academic ownership & intrinsic motivation? [Mentimeter-Open Ended Flowing Grid]
   - A. Random Name Calling [Popsicle Sticks] Pic
   - B. Personalize Lessons/Notebook [Use shared notes] Pic
   - C. Daily Bell Ringer Pic
   - D. Positive Learning Poster Pic
   - E. One Page Weekly Home Learning/Group Pic
   - F. Weekly/Monthly Rubric Every 4 Weeks Pic, Video
   - G. Weekly Quiz for Differentiated Instruction Pic
   - H. Data Chat Sheet [Error Analysis] Pic

IV. Reflection
   - A. Closing Activity: https://www.superteachertools.us/spinner/
   - B. What are 3 words that describe an effective mainstreamed classroom? [Mentimeter-Word Cloud]

Showcase of Best Practices in a Mainstreamed Classroom

SOCIAL-EMOTIONAL LEARNING

Vanessa Radice

vradi001@dadeschools.net

Hialeah-Miami Lakes Senior High

Showcase of Best Practices in a Mainstreamed Classroom

Demonstration of Software/Applications

Will Provide Pictures/Documents/Videos

I. Get to know your audience

A. Menti.com-Type in the code-Vote, the results will appear live on the screen!

1. Are you a teacher, an administrator or other? (Menti.com-Multiple Choice- Bar Graph)

2. What do you hope to learn from this session: Showcase of Best Practices in a Mainstreamed Classroom? (Menti.com-Open Ended Question- Speech Bubble)

B. My Goal as an Educator (Begin with the END in Mind)

II. Building Class Culture and Climate

How do you build class culture and climate? (Menti.com-Open-Ended One by One)

A. Virtual Walk Through My Classroom Video
B. Classroom Activities/Actions

1. Organization (Kaizen) Pic
2. Power of Silence
3. https://www.classdojo.com/ Pic/Doc
4. Positive Affirmations "We Believe in You" Pic/Doc
5. Four Corners (Positive Quotes) Doc
6. Commercial Breaks

III. Building Academic Ownership & Intrinsic Motivation

How do you build academic ownership & intrinsic motivation? (Menti.com-Open-Ended Flowing Grid)

A. Random Name Calling (Popsicle Sticks) Pic
B. Personalize Lessons/Notebook (Use student names) Pic
C. Daily Bell Ringers Pic
D. Home Learning Folder Pic
E. One Page Weekly Home Learning/Stamp Pic
F. Binder/Notebook Rubric Every 4 Weeks Pic/Video
G. Weekly Quiz for Differentiated Instruction Pic
H. Data Chat Sheet (Error Analysis) Pic

IV. Reflection

A. Closing Activity- http://www.superteachertools.us/spinner/
B. What are 3 words that describe an effective mainstreamed classroom? (Menti.com-Word Cloud)

Goals and Objectives

To empower students to be the best they can be, helping them become intrinsically motivated through the use of positive reinforces and support. Consequently, leading them to have paradigm shifts and empowering them to become change agents.

To help build respectful, lifelong learners that can coexist in a diverse society as independent citizens.

To help my students increase their social, emotional and academic performance.

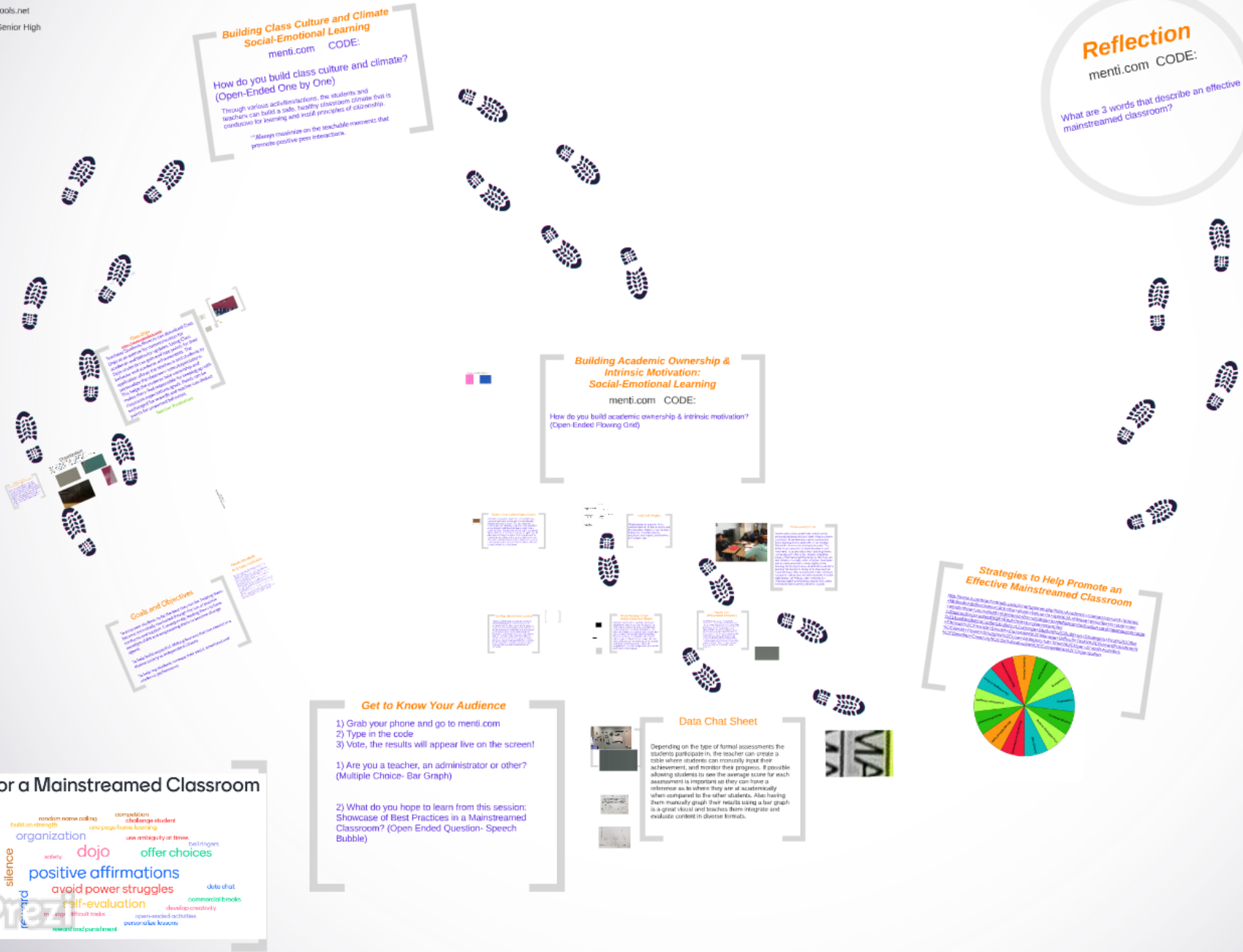
Florida Standards

K-12 Cross Curriculum

LAFS.2.SL.1.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners.
LAFS.K12.R.1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
HE.5.C.1.2 Explain the physical, mental/ emotional, social, and intellectual dimensions of health.
HE.3.B.4.3 Interpersonal Communication-Demonstrates the ability to use interpersonal communication skills to enhance, avoid or reduce health risks.
HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.
SS.2.C.2.2 Define and apply the characteristics of responsible citizenship

Showcase of Best Practices in a Mainstreamed Classroom

Showcase of Best Practices in a Mainstreamed Classroom
SOCIAL-EMOTIONAL LEARNING
Vanessa Radice
vradi001@dadeschools.net
Hialeah-Miami Lakes Senior High



Strategies for a Mainstreamed Classroom

Get to Know Your Audience

1) Grab your phone and go to menti.com
2) Type in the code
3) Vote, the results will appear live on the screen!

1) Are you a teacher, an administrator or other? (Multiple Choice- Bar Graph)

2) What do you hope to learn from this session: Showcase of Best Practices in a Mainstreamed Classroom? (Open Ended Question- Speech Bubble)

Building Class Culture and Climate Social-Emotional Learning

menti.com CODE:

How do you build class culture and climate? (Open-Ended One by One)

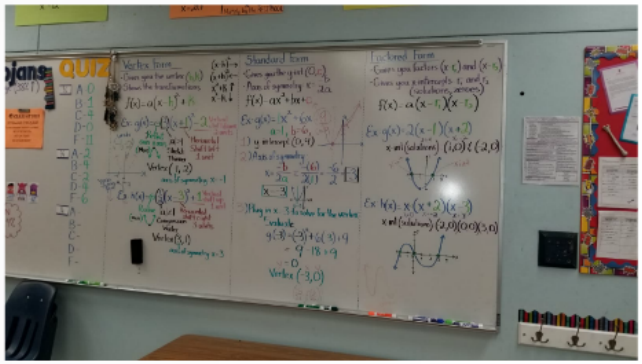
Through various activities/actions, the students and teachers can build a safe, healthy classroom climate that is conducive for learning and instill principles of citizenship.

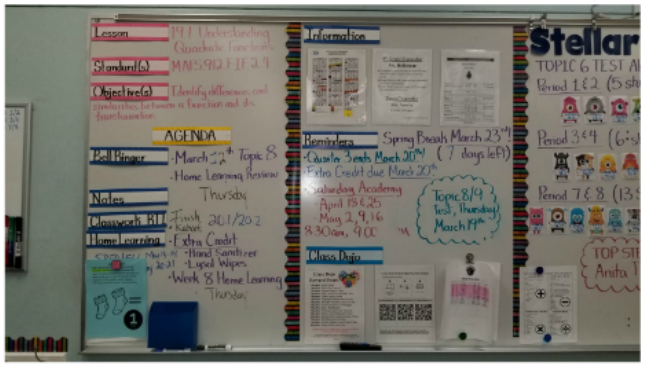
**Always maximize on the teachable moments that promote positive peer interactions.

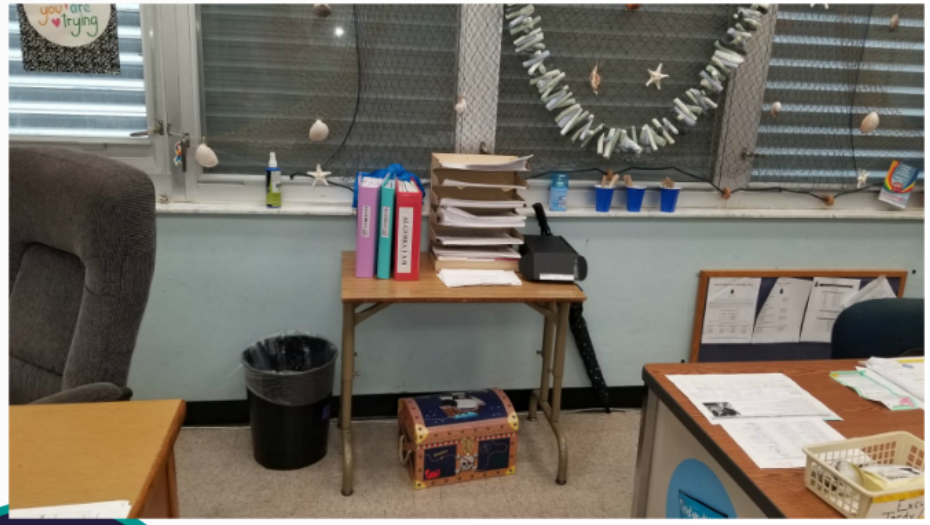
Virtual Walk Through My Classroom

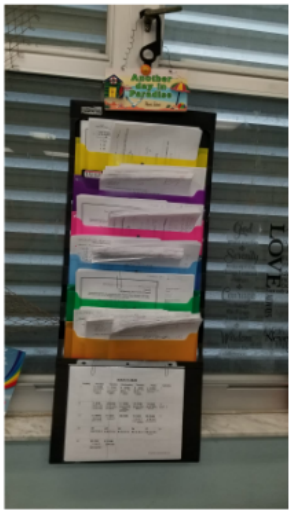
Organization

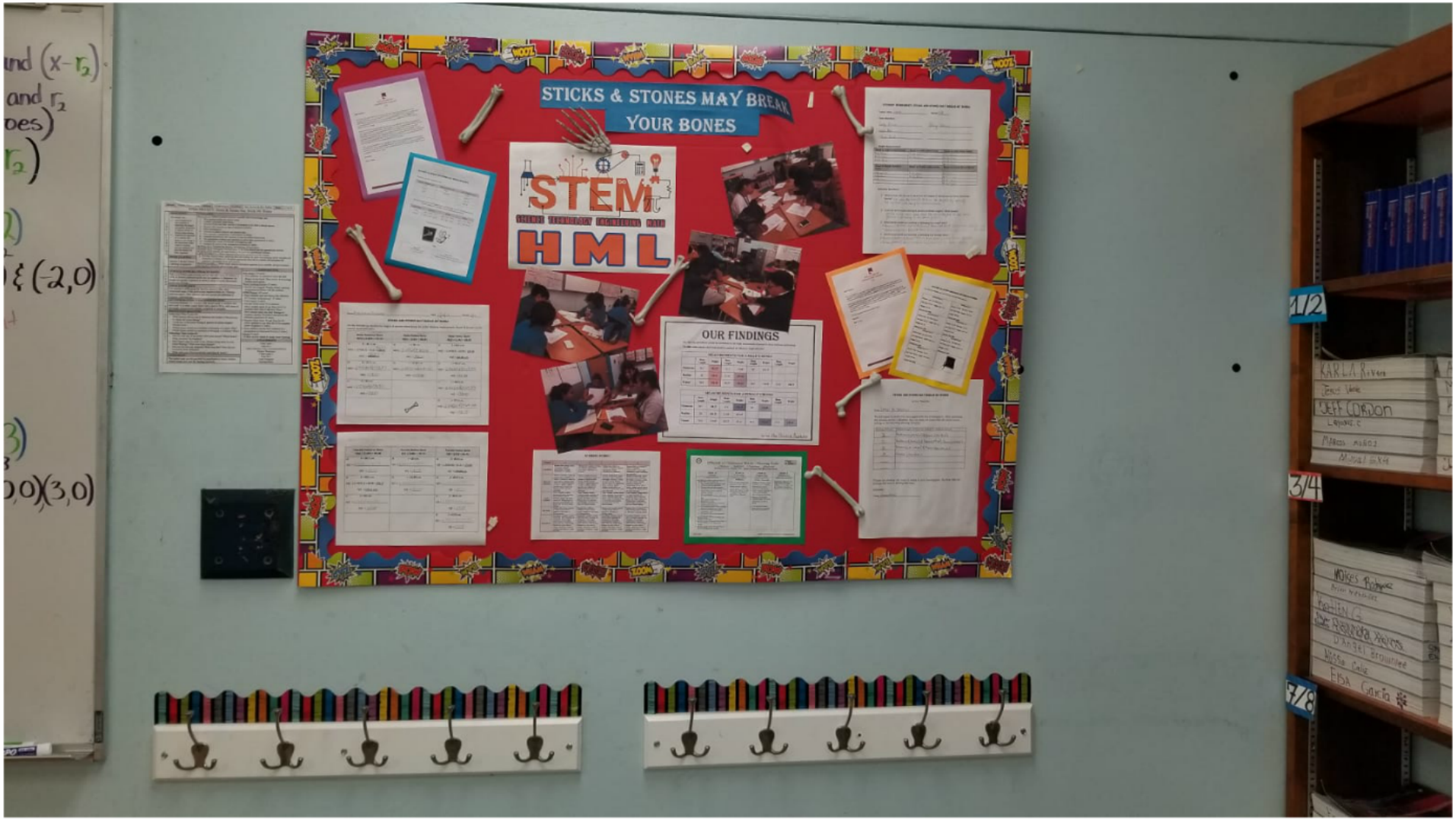
Kaizen is a Japanese term meaning "change for the better" or "continuous improvement." It is a Japanese business philosophy regarding the processes that continuously improve operations and involve all employees. **Kaizen** sees improvement in productivity as a gradual and methodical process. Jun 28, 2020










STICKS & STONES MAY BREAK
YOUR BONES
STEM
HML
OUR FINDINGS
1/2
3/4
5/6

The Power of Silence
(Before Class/ Throughout School Year)

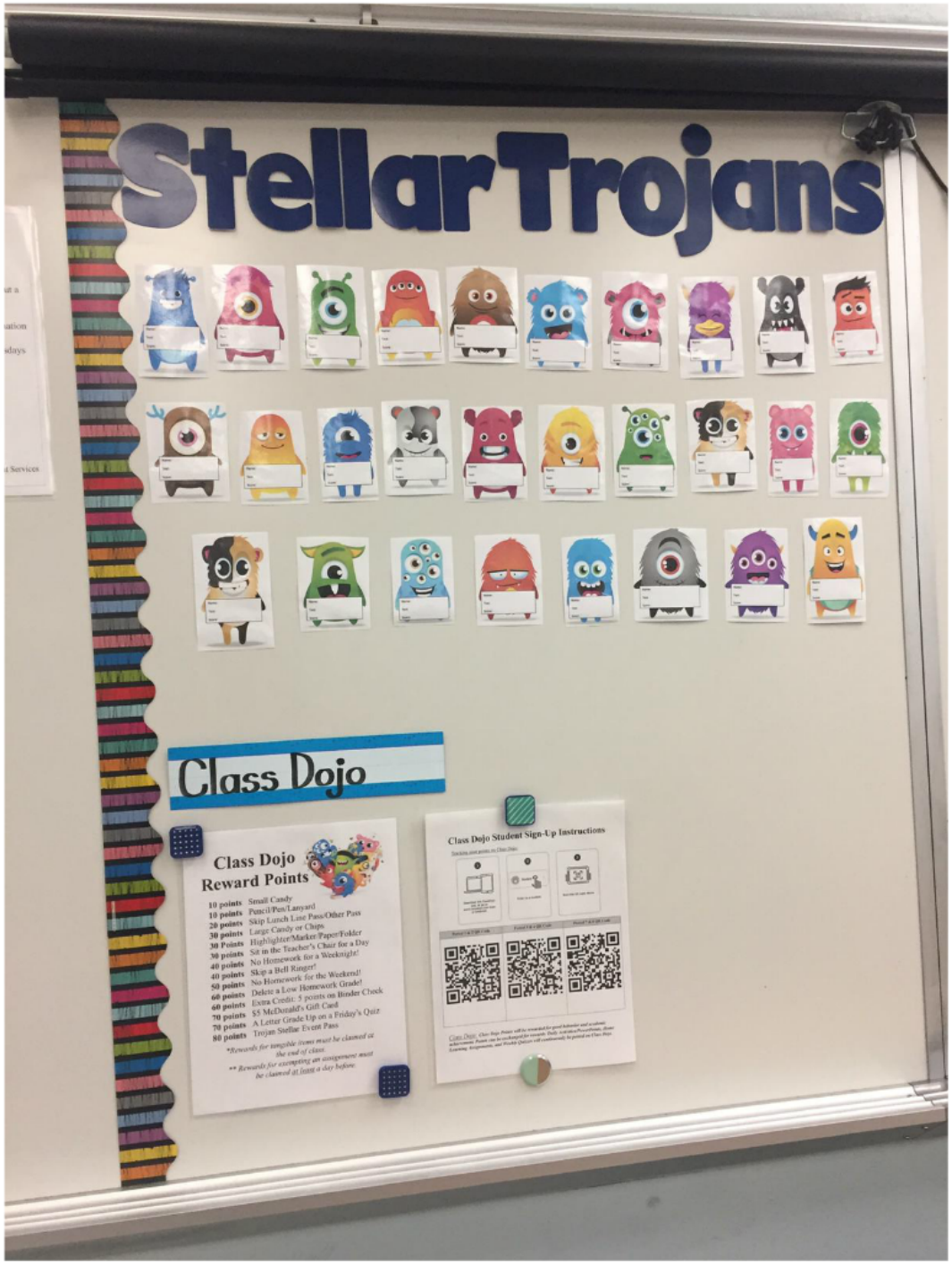
Before class (especially after recess or extracurricular activities) having a silent moment and dimming the lights to allow students to transition and reflect over what the classroom expectations are can be very effective. This helps calm the students down and minimize the amount of time it takes them to get focused on classroom task/s.

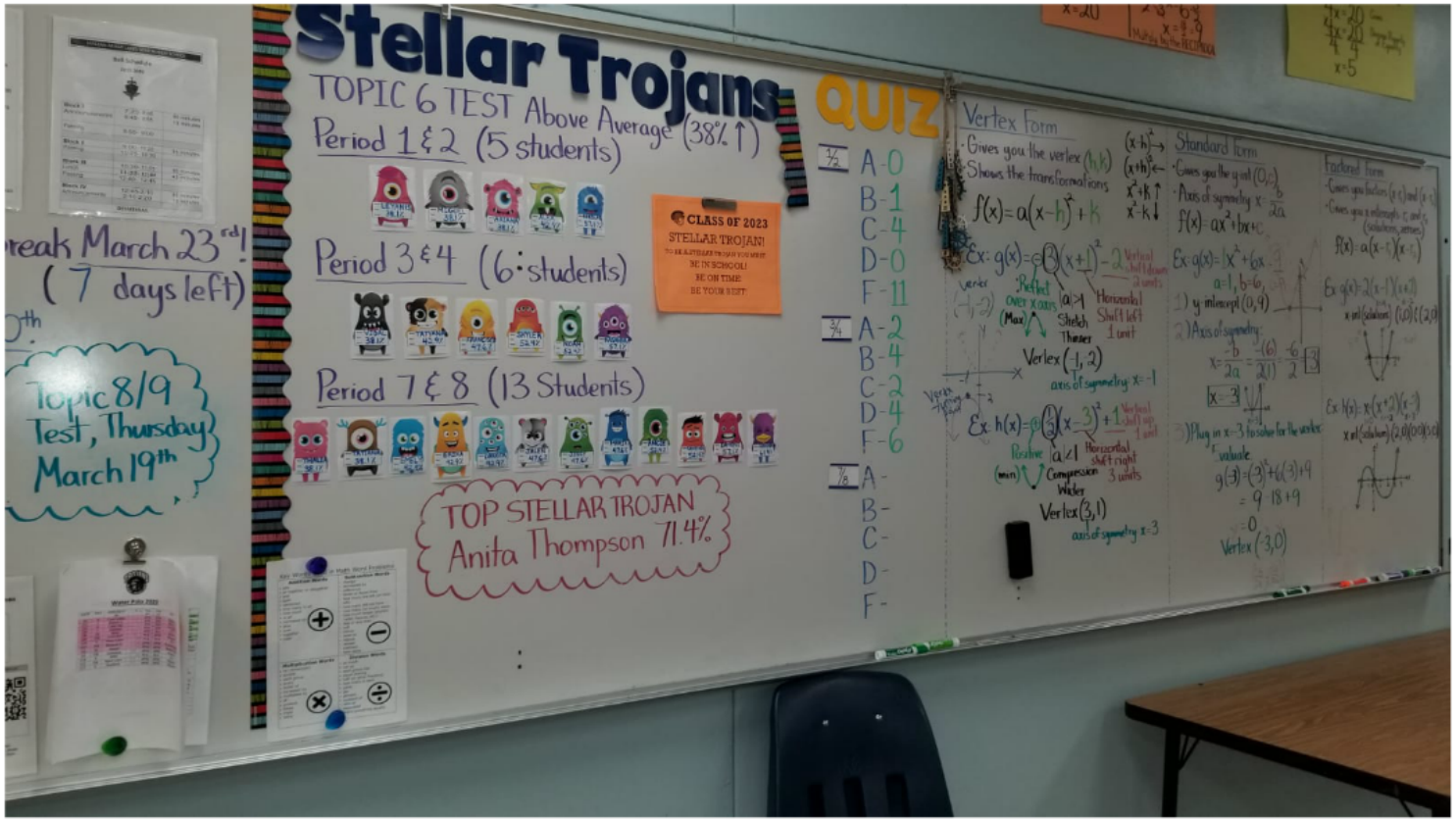
Class Dojo

https://www.classdojo.com/

Teachers/Students/Parents can download Class Dojo as an avenue for communication for academic and behavior updates. Using Class Dojo students can gain and lose points for their behavior and academic achievements. The application allows the teacher/s and students to personalize the classroom rules/expectations. This helps the students take ownership and makes them feel responsible for keeping up with classroom expectations/goals. Points can be exchanged for rewards and teacher can deduct points for unwanted behaviors.

Teacher Resources


StellarTrojans
Class Dojo
Class Dojo
Reward Points
10 points Small Candy
10 points Pencil/Pen/Lanyard
20 points Skip Lunch Line Pass/Other Pass
30 points Large Candy or Chips
30 Points Highlighter/Marker/Paper/Folder
30 points Sit in the Teacher's Chair for a Day
40 points No Homework for a Weeknight!
40 points Skip a Bell Ringer!
50 points No Homework for the Weekend!
60 points Delete a Low Homework Grade!
60 points Extra Credit: 5 points on Binder Check
70 points $5 McDonald's Gift Card
70 points A Letter Grade Up on a Friday's Quiz
80 points Trojan Stellar Event Pass
*Rewards for tangible items must be claimed at the end of class.
** Rewards for exempting an assignment must be claimed at least a day before.
Class Dojo Student Sign-Up Instructions


Stellar Trojans
TOPIC 6 TEST Above Average (38% ↑)
Period 1&2 (5 students)
Period 3&4 (6 students)
Period 7&8 (13 Students)
CLASS OF 2023
STELLAR TROJAN!
BE IN SCHOOL!
BE ON TIME
BE YOUR BEST
TOP STELLAR TROJAN
Anita Thompson 71.4%
QUIZ
½ A-0 B-1 C-4 D-0 F-11
¾ A-2 B-4 C-2 D-4 F-6
⅞ A- B- C- D- F-
reak March 23rd!
(7 days left)
Topic 8/9
Test, Thursday
March 19th
Vertex Form
Gives you the vertex (h,k)
Shows the transformations
Standard form
Factored form
Vertex (-1, 2)
axis of symmetry x=-1
Vertex (3,1)
axis of symmetry x=3
Vertex (3,0)

Grade 9th Positive Behavior Support Log

Quarter 2 Week 3

Date	Name Last, First	ID#	Period	No uniform	No ID	Off Task/Behavior	Tardy # of Tardies	Left Early #	Parent Contact (Y or N)	Detention Served	Other
11/12	Alarcon, Maria	0817121	2			Tardy 7:22am	15				
11/20	Fernandez, Alex	0335388				Sleeping in class					QUARTER 2 WEEK
11/18	Jones, Brandon	0328950	2			Tardy 7:30am	6th				
11/18	Harris, Jamarea	0137815	2			Tardy 8:13am	4th				
11/20	Ortiz, Jose	0885154	1			Tardy 7:35am	3rd				
11/21	Ortiz, Jose	0885154	2			Tardy 7:26am	4th				
11/22	Ortiz, Jose	0885154	2			Tardy 8:43am	5th				
11/22	Rojas, Nicolas	0780370	2			Tardy 8:56am	2nd				
11/25	Rabess, Mykeal	0326301	1	1st		Out of uniform					QUARTER 2 WEEK 5
11/25	Forbes, Vrnik	0883376	1		2nd	No ID					
11/25	Brownlee, D'Angel	0326413	3			Tardy 9:01	8th				

Teacher Name: Rivera/Radice

Date: 11/12 - 11/25

Room#: 9-121

My Action Plan

1. What's the problem?

I'm getting my head

2. What's causing the problem?

a. I'm bored this is to easy
b.
c.
d.
e.
f.

3. What plan will you use to solve the problem?

a. pass fsa
b. and do this class
c.
d.
e.
f.

Mary Zeron
Student's Signature

9/10/18
Date

Positive Affirmations
Beginning/Throughout School Year

As students walk in it is important to always have a positive affirmation on the board. For example the "Dear Students I Believe In You" message. Throughout the year teacher can project the same message or any other positive affirmation as they walk in. Before the lesson of the day.

Provide Copy

Dear Student:

We BELIEVE in you

We are here for you

You are CAPABLE of wonderful things

You are RESPECTED

You are listened to

You are UNIQUE

You are worth it

We expect wonderful things

We will never give up on you

We care about you

Your SUCCESS is my SUCCESS

We are in this together

You are the reason why we are here

We Are HML!!!!!!!

Four Corners Positive Quotes
Beginning of School Year/Ongoing

At the beginning of the year teacher and student can participate in the Four Corners Quote Activity. This helps create thoughts that are positive, constructive, and encouraging.

Teacher can use any quotes and post one in each corner. Example of quotes:

"Attitude is Everything"
"If you want to change, you have to be willing to be uncomfortable"
"Winners Train, Losers Complain"
"It's Hard To Beat a Person Who Never Gives Up"

Then each student and teacher in the room walks to the corner which has the quote that resonates most with them. In their corresponding corner students and teacher/s share (verbal and/or written) why they chose that quote. Then one student from each corner can share with the whole class the various reasons for why that group chose that quote. The quotes can remain in the room for the entire year and teacher/student can refer to it during teachable moments.

Provide Quotes

Commercial Breaks

Between a lesson teacher/student can share a side story sometimes it can be related to the content, other times the commercial break might be totally off topic. It can be the teacher or student who asks for the commercial break and sometimes the conversation just happens naturally where it deviates from the topic at hand.

Building Academic Ownership & Intrinsic Motivation: Social-Emotional Learning

menti.com CODE:

How do you build academic ownership & intrinsic motivation? (Open-Ended Flowing Grid)

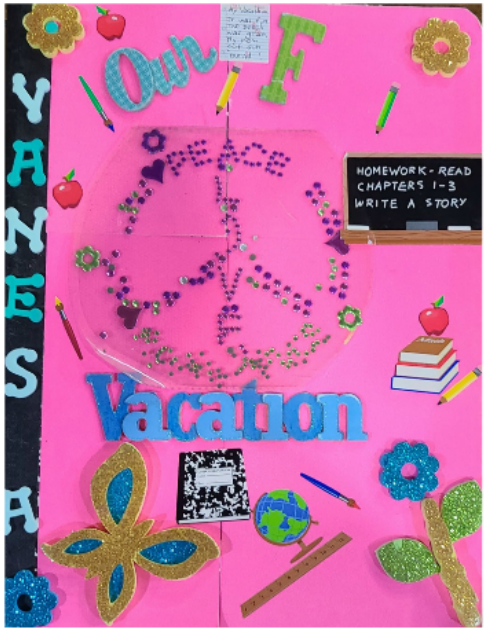
ame Cubbies (Popsicle Sticks)

Daily Bell Ringers

Simple prompt or question that a student works on as they transition into the classroom. Students need to know

Home Le

Personalize Notebook & Lessons



Random Name Calling (Popsicle Sticks)

This is the best way to assure that all students have a chance to participate and receive their daily/weekly Dojo points for participation. This also helps identify students who are following along, have misconceptions, or are struggling with the skill/s being taught. After a student is called he goes into another cup or can be tied with a rubber band so that he is not called again until all other students have has a turn. This helps prevent the issue of always calling on the same student and allows for students to learn how to respect each other's turn. A teacher will then have to prompt and scaffold a student to help him/her he to the answer.


14 Sanchez, Colin D.
Per 3 4
Per 7/8
Per 1 2

Daily Bell Ringers

Simple prompt or question that a student works on as they transition into the classroom. Students need to know that as they transition into the classroom, they need to start working on the bell ringer.

BELL RINGERS

Monday, 08/26/19

1. Simplify each expression using the Order of Operations.
   a. $12(10-5)-40\div(4+1)$
   b. $400-[12+6\cdot 10]$
   c. $\frac{2(4+5-6)}{35+5}$

Tuesday 08/27/19

2. Simplify the algebraic expression if possible.
   a. $5x+7y+4y+16x$
   b. $12j+3(x+6)+19$
   c. $5(2t+4)-(13t-9)$

Wednesday 08/28/19

3. Translate each phrase into a mathematical expression.
   a. Twelve more than a number
   b. A number divided by nine
   c. Ten decreased by a number
   d. Double a number

Thursday 08/29/19

5. A cell phone company is offering 2 different monthly plans. Each plan charges a monthly fee plus an additional cost per minute.

   Plan A: $ 40 fee plus $0.45 per minute

   Plan B: $70 fee plus $0.35 per minute

   Part A: Write an expression to represent the cost of Plan A

   Part B: Write an expression to represent the cost of Plan B

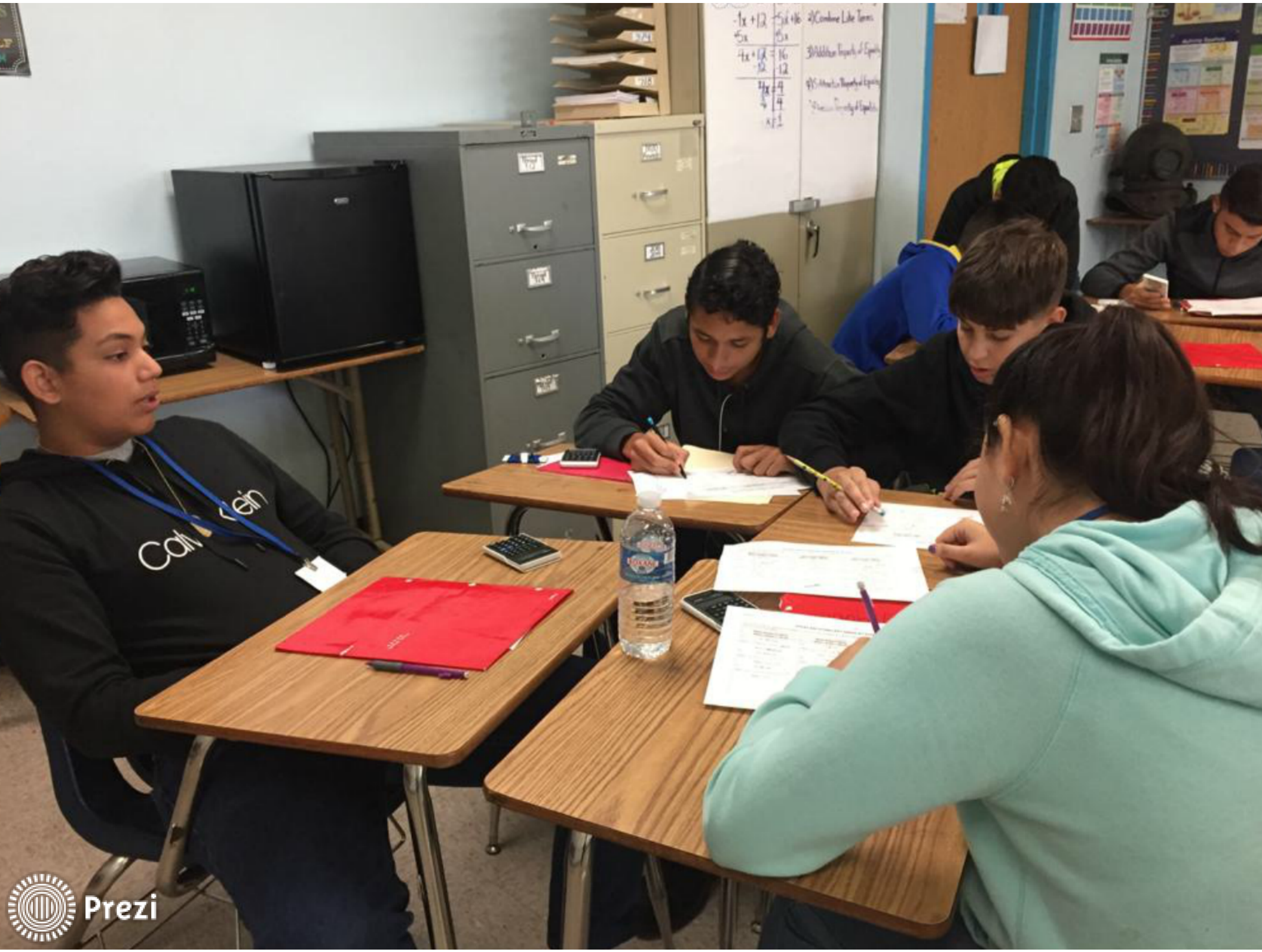
   Part C: Which plan would be least expensive for a total of 100 minutes?

Friday 08/30/19

6. Solve.
   a. $7x-2=26$
   b. $5x+20=-20$

Home Learning Folder

Student gets a two pocket folder which can be personalized/decorated and titled (“Algebra Home Learning”). Every Monday student receives the home learning for the week which has Monday-Friday title above each corresponding day. This folder helps transport the home learning to and from home. Also any letters that need to go home can be placed in that folder. Parents should be aware of the home learning folder so that they can look inside it on a daily basis for letters, messages and to make sure child is doing nightly home learning. Every day in class student takes out home learning for teacher to stamp while they work on their bell ringer. After reviewing the daily bell ringer, the teacher will go over the home learning from the night before. On Fridays, after reviewing the Thursday night home learning, teacher will collect the weekly home learning sheet for a grade.


Prezi

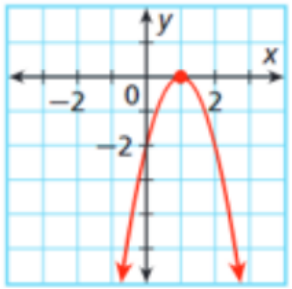
One Page Weekly Home Learning

Keeping the home learning short and concise is extremely important and will help increase the completion rate. It's about having quality questions and not quantity. Also keeping it short allows for the teacher to be able to review the home learning and give feedback of the correct answers which is extremely crucial for learning to occur. As students work on a mini bell ringer or problem of the day, teacher walks around the room giving a stamp or sticker for those who attempted the home learning. An effort grade for those who attempt to do their home learning is crucial to help build intrinsic motivation.

Monday

1) Identify each vertex, axis of symmetry, minimum or maximum, Y-intercept domain and range for each parabola.

a)



Vertex (____, ____)

Maximum or Minimum

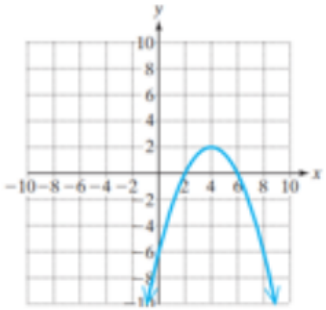
Axis of symmetry:

Domain:

Range:

Y- intercept: (____,____)

b)



Vertex (____, ____)

Maximum or Minimum

Axis of symmetry:

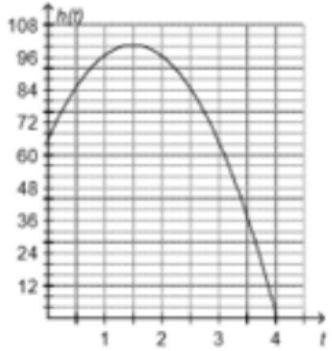
Domain:

Range:

Y- intercept : (____,____)

2)

The function $h(t)$ gives the height in feet of a ball seconds after it is thrown upward from the roof of a 64-foot tall building. How many seconds after the ball is thrown does it reach its maximum height? What is the ball's maximum height?



A. The ball reaches a maximum height of 64 feet 0 seconds after it is thrown.
B. The ball reaches a maximum height of 96 feet 1 second after it is thrown.
C. The ball reaches a maximum height of 100 feet 1.5 seconds after it is thrown.
D. The ball reaches a maximum height of 104 feet 1.5 seconds after it is thrown.

b) How long did the ball spend in the air?

3)

2.4. Given are the functions $f(x) = x^2$ and $g(x) = (x-3)^2+1$. How can the graph of $g(x)$ be obtained from the graph of $f(x)$?

A. Translate the graph of f(x) to the left 3 units and up 1 unit.

B. Translate the graph of f(x) to the right 1 unit and down 3 units.

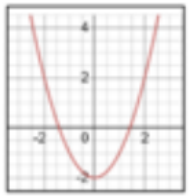
C. Translate the graph of f(x) to the left 1 unit and down 3 units.

D. Translate the graph of f(x) to the right 3 units and up 1 unit.

4)

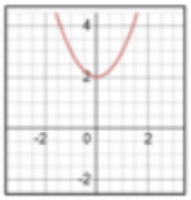
Given the graph of $f(x) = x^2$, which of the following is $y = f(x) - 2$?

A

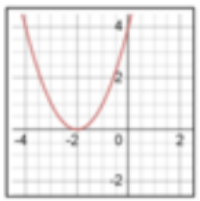


B

C



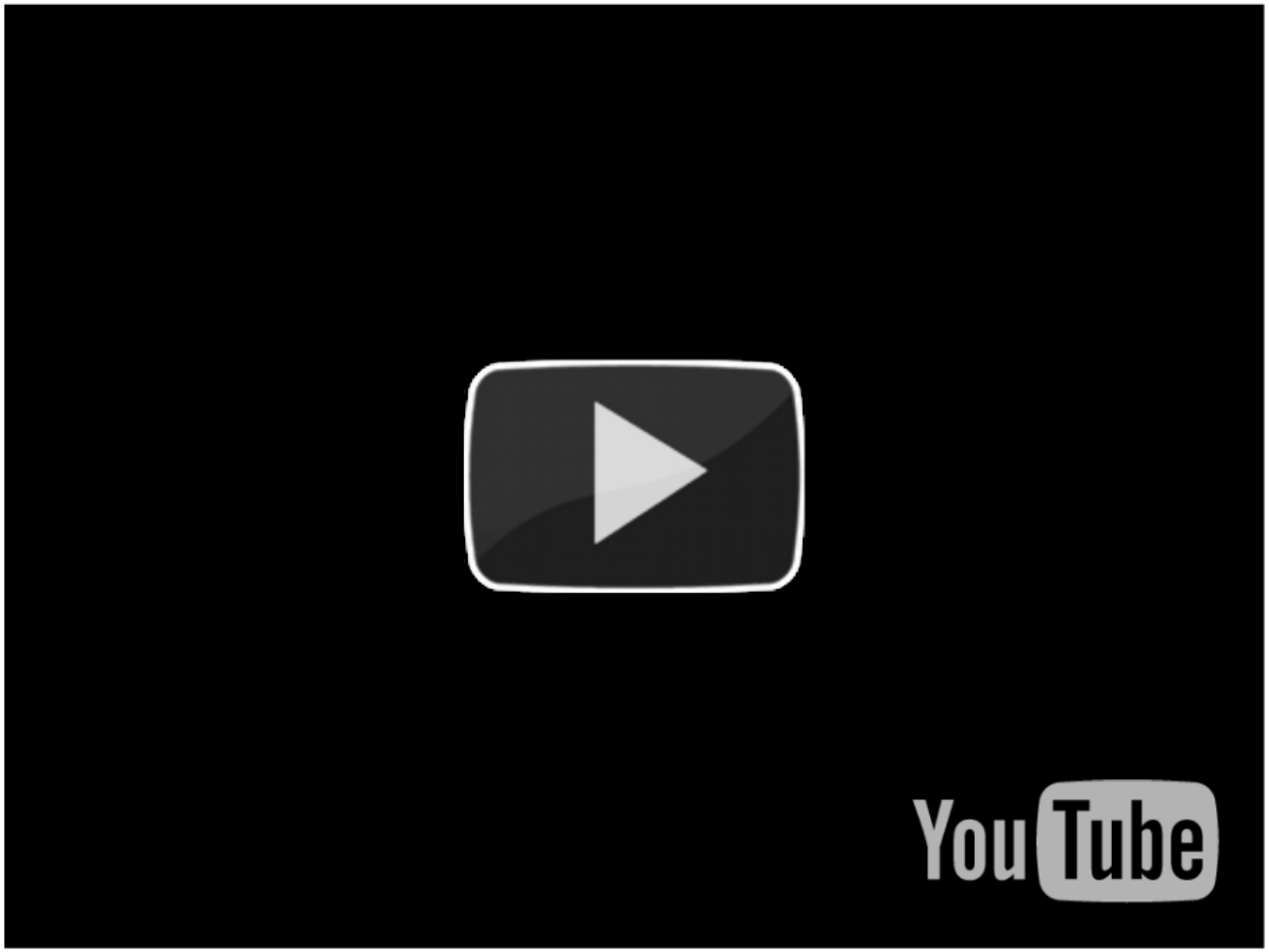
D



Binder/Notebook Check (Rubric Every Four Weeks)

Students self- check their portfolio (notebook/ binder/work folder). If possible, the teacher can have a few minutes to sit individually with each student to go over the rubric and portfolio. This allows for constructive feedback as to organization and completion of the tasks within the portfolio. Teacher can focus on a specific skill or area in which to give feedback for. For example the first rubric check teacher my want to focus on students putting the correct header and title on all assignments or that the assignments are placed in some order (chronological).

Student Binder Sample



5th BINDER CHECK Rubric: Quarter 3 Week 4 Score: ___/41 = _____

Check your binder and complete your own self checkup. Give this rubric to the teacher when your name is called during binder checkup. All Work should be properly dated, neat and placed in the correct divider.
If work is ordered incorrectly or placed in the incorrect divider you will not earn the points for it.

Name:_____ Period: _____

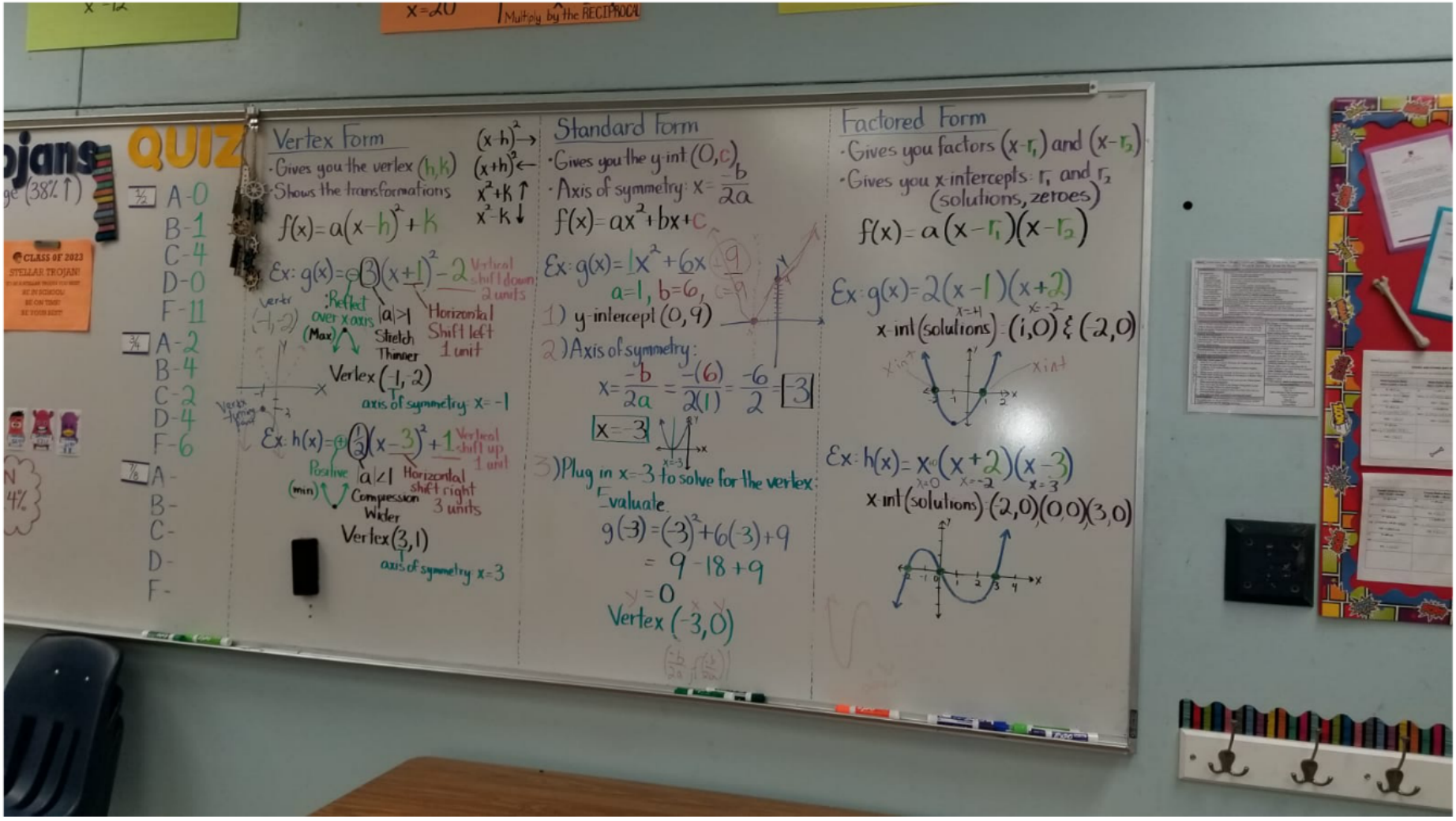
Self-Check	Section	Work Title	Date	Points	Teacher Checks /Notes
	Supplies	Binder		+1	
		Syllabus Signed (Front of Binder)		+1	
		3 dividers		+1	
		1 folder in the binder		+1	
		Home Learning Folder R-1 B-2 Y-3		+1	
	1st Divider (Bell Ringers)	Bell Ringers Jan. 13th – Jan. 17th		+5	
		Bell Ringers Jan. 21st – Jan. 31st		+8	
		Bell Ringers Feb. 3rd – Feb. 13th		+9	
	2nd Divider (NOTES)	Topic 6 Test Data Chats	01/24	+1	
		Law of Exponents Chart	01/27	+1	
		14.1 Understanding Rational Exponents & Radicals	01/27	+1	
		14.2 Simplifying Expressions with Rational Exponents & Radicals	01/28	+1	
		15.1 & 15.2 Understanding & Constructing Geometric Sequences	01/30	+1	
		15.3 Constructing Exponential Functions	02/03	+1	
		15.4 Graphing Exponential Functions	02/05	+1	
		15.5 Transforming Exponential Functions	02/06	+1	
		16.1 & 16.2 Modeling Exponential Growth & Decay	02/10	+1	
		16.4 Comparing Linear & Exponential Models	02/12	+1	
	3rd Divider (Classwork/RTI)	RTI Lesson 14.1 & 14.2 Rational Exponents & Radicals	02/04	+1	
		RTI Topic 6 Review Systems of Equations & Inequalities	02/06	+1	
	Binder Folder	Topic 6 Section 1	01/16	+1	
		Topic 6 Section 2	01/22	+1	
	= Total				

Name: Danik Date 4/29 Period: 7/8 Total Points Received 49/57 (B) 58

Teacher Checks	Binder Check Rubric (Quarter 4)		Student Checks
1. 2. 3. 4.	Materials 1pts Each	1. Binder 2. 3 dividers labeled (Bellringer-B, Notes-N,Classwork-C) 3. Folder in Binder & Red Folder for Bookbag 4. Class Syllabus Signed	1. 2. 3. 4.
1.	Bell Ringer 39 Total Points	38pts	1.
1. 2. 3. 4. 5. 6. 7.	Notes 1pt Each	1. 4/3 20.1 HMH pg 937 2. 4/3 20.2 HMH pgs 951-956 3. 4/4 21.2 Guided Notes Factoring Quadratic Trino 4. 4/5 21.3 Guided Notes Factoring Special Cases 5. 4/8 22.1 Solving Equations by Square Roots pgs1033-1036 6. 4/10 Guided Notes Complete Square/Quadratic Formula 7. 4/12 HMH pg 1061	1. 2. 3. 4. 5. 6. 7.
1.	Classwork 1pt Each	1. 4/3 RTI 21.1-21.3, 22.1	1.
1. 2. 3. 4. 5. 6. 7.	Folder Inside Binder 1 pt Each	1. Topic 1 Review 2. Topic 1 & 2 Review 3. Topic 3&4 Test Review 4. Midterm Review Section 1 5. Midterm Review Section 2 6. Topic 6 Review 7. Topic 8 & 9 Review	1. 2. 3. 4. 5. 6. 7.

Weekly Quiz (Differentiated Instruction)

Every Friday student gets a mini quiz 5-10 questions on the topic covered in class that week. Teacher grades the quiz and puts the total numbers of As Bs Cs Ds and Fs in the corner of the board so that students can see results as they walk in Monday morning. This lets each student see how they are doing compared to their classmates and other classes. On Monday after going over the bell ringer of the day, teacher passes out quiz and reviews the questions with the students. Again feedback on everything a student does is crucial. Every assignment that is given my a teacher needs to receive feedback. This is why it is important to keep every assignment concise with quality questions!


QUIZ
A-0
B-1
C-4
D-0
F-11
A-2
B-4
C-2
D-4
F-6
A-
B-
C-
D-
F-
Vertex Form
Gives you the vertex (h,k)
Shows the transformations
$f(x)=a(x-h)^2+k$
$(x-h)^2 \rightarrow$
$(x+h)^2 \leftarrow$
$x^2+k \uparrow$
$x^2-k \downarrow$
Ex: $g(x)=-3(x+1)^2-2$
Reflect over x axis
(Max)
|a|>1 Stretch Thinner
Horizontal Shift left 1 unit
Vertical shift down 2 units
Vertex (-1,-2)
axis of symmetry x=-1
Ex: $h(x)=\frac{1}{3}(x-3)^2+1$
Positive
(min)
|a|<1 Compression Wider
Horizontal shift right 3 units
Vertical shift up 1 unit
Vertex (3,1)
axis of symmetry x=3
Standard Form
Gives you the y-int (0,c)
Axis of symmetry: $x=\frac{-b}{2a}$
$f(x)=ax^2+bx+c$
Ex: $g(x)=1x^2+6x+9$
a=1, b=6, c=9
1) y-intercept (0,9)
2) Axis of symmetry:
$x=\frac{-b}{2a}=\frac{-(6)}{2(1)}=\frac{-6}{2}=-3$
x=-3
3) Plug in x=-3 to solve for the vertex:
Evaluate
$g(-3)=(-3)^2+6(-3)+9$
$=9-18+9$
$=0$
Vertex (-3,0)
Factored Form
Gives you factors $(x-r_1)$ and $(x-r_2)$
Gives you x-intercepts: r_1 and r_2 (solutions, zeroes)
$f(x)=a(x-r_1)(x-r_2)$
Ex: $g(x)=2(x-1)(x+2)$
x-int (solutions): (1,0) & (-2,0)
Ex: $h(x)=x(x+2)(x-3)$
x-int (solutions): (2,0),(0,0),(3,0)

Data Chat Sheet

Depending on the type of formal assessments the students participate in, the teacher can create a table where students can manually input their achievement, and monitor their progress. If possible allowing students to see the average score for each assessment is important so they can have a reference as to where they are at academically when compared to the other students. Also having them manually graph their results using a bar graph is a great visual and teaches them integrate and evaluate content in diverse formats.

Algebra I Data Chats			
Student: Volmar, Judeline	Student ID: 0820946	Grade:9	ESE Code:
Teacher: Santana & Radica	FSA Math 8th Level:	Scale Score:	ESOL Level: 1 ENT 8/2/18

BUCKET

17 - 18

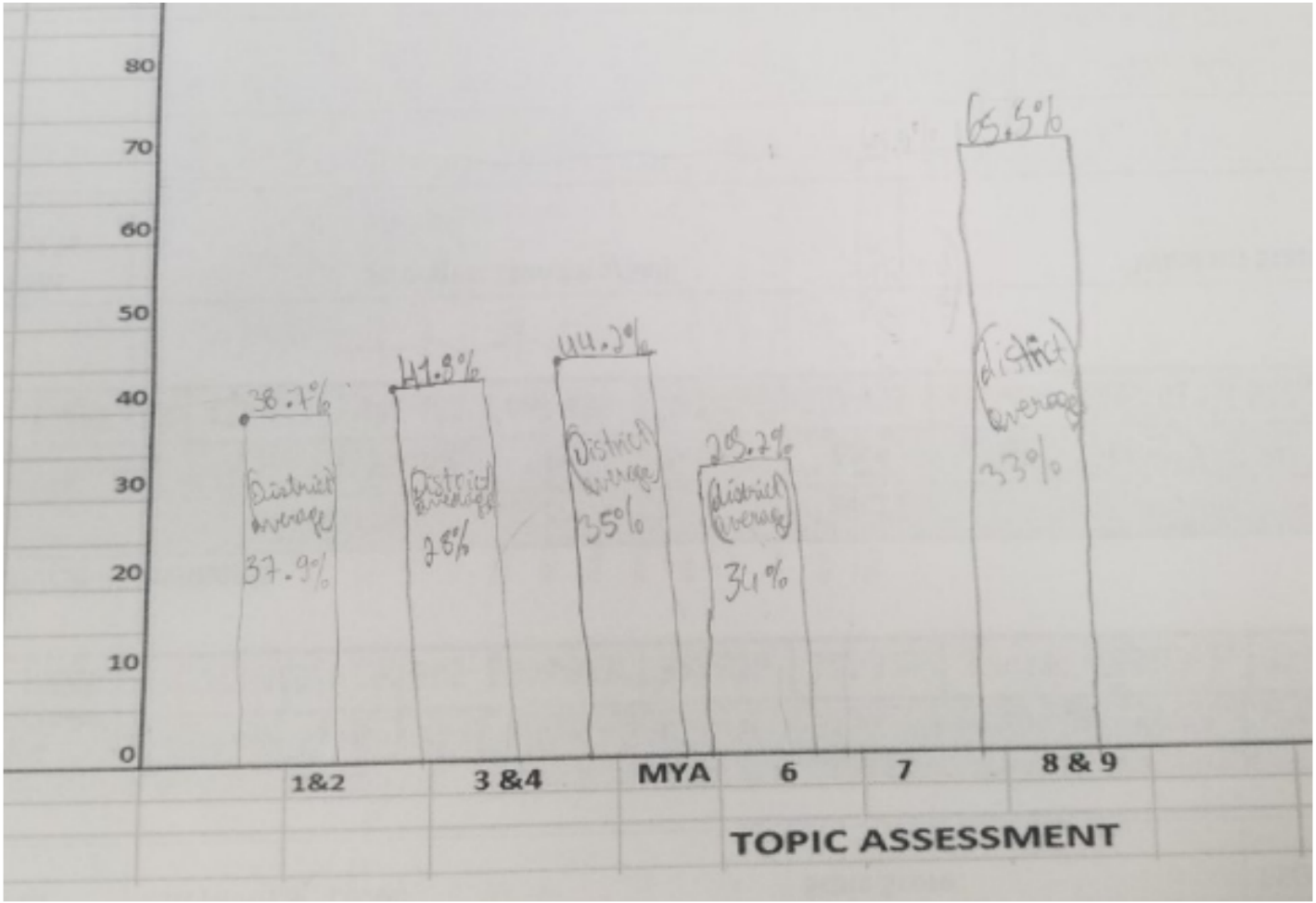
	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

18 - 19

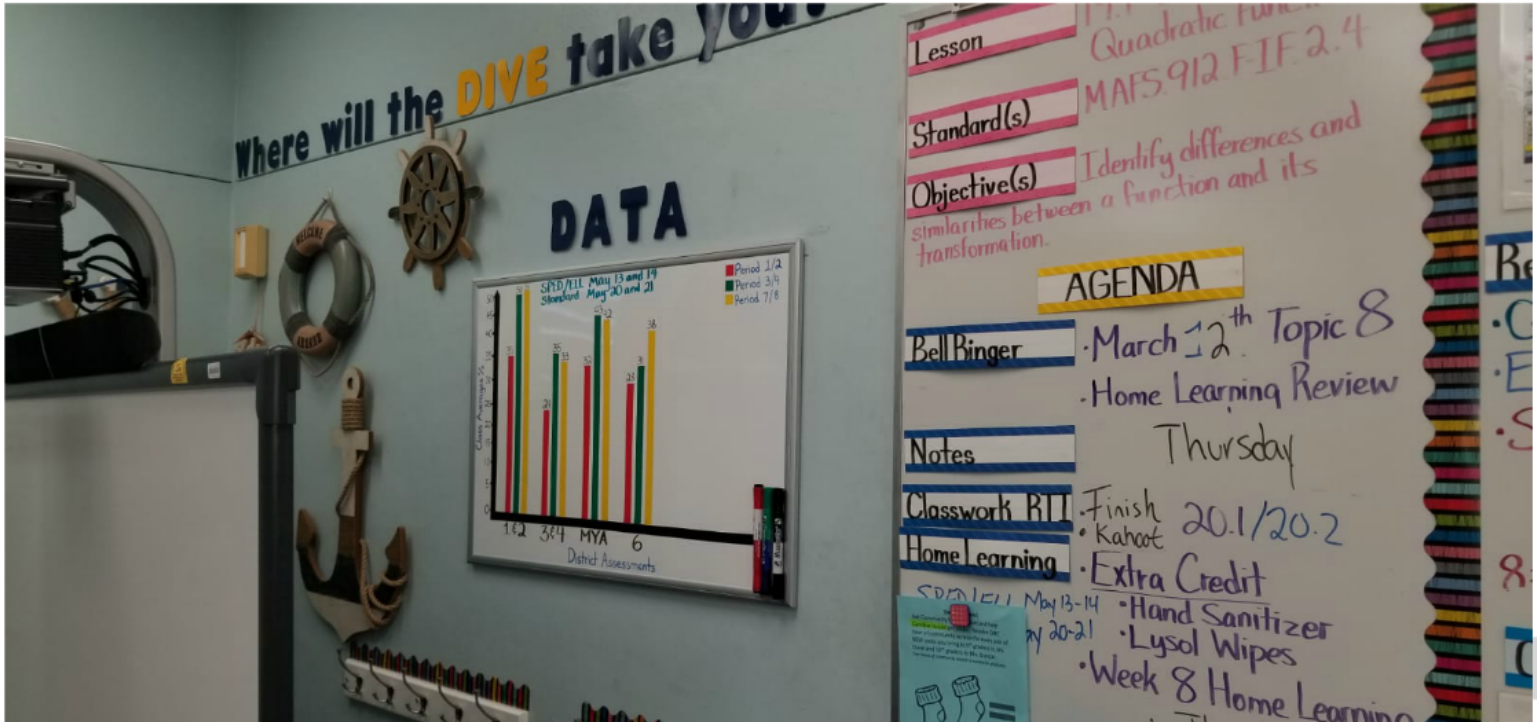
FSA End-of-Course Assessments

	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575

	Percent Correct %	Strongest Standard/Skill (appropriate)	Weakest Standard/Skill
Topic 1/2	38.7%	Relate a reasonable domain to a graph & explain	recognizing appropriate and reasonable domains
Topic 3 /4	41.9%	calculate and interpret the average rate of change of a function	interpret the slope and intercept of a linear model in context
Midyear	44.2%	Explain each step when solving an equation using the Properties of equality.	Rearrange formulas to solve for a variable. (literal equations)
Topic 6	29.2%	Recognize situations where one quantity changes at a constant rate per unit relative to another	compare properties of two functions, each represented in a different way (algebraically, graphically, in a table)
Topic 7			
Topic 8/9	65.5%	identifying transformations	interpret key features of graphs and tables and sketch graphs.


80
70
60
50
40
30
20
10
0
38.7%
District average
37.9%
41.9%
District average
28%
44.2%
District average
35%
28.7%
District average
34%
65.5%
District average
33%
1&2
3 &4
MYA
6
7
8 & 9
TOPIC ASSESSMENT


Where will the DIVE take you?
DATA
RELAX
BEACH
08/19/19
District Assessments


Where will the DIVE take you
DATA
District Assessments
Lesson
Standard(s)
MAFS.912.F-IF.2.4
Objective(s)
Identify differences and similarities between a function and its transformation.
AGENDA
Bell Ringer
·March 12th Topic 8
·Home Learning Review
Thursday
Notes
Classwork RTI
·Finish Kahoot 20.1/20.2
Home Learning
·Extra Credit
·Hand Sanitizer
·Lysol Wipes
·Week 8 Home Learning

term) of a linear model in the context of the data. 2.00 2.00 100.00%

Item Performance

Item	Correct	PE/PP	Standard(s)
1-1	Correct	1.00/1.00	MAFS.912.F-IF.2.5
1-2	Correct	1.00/1.00	MAFS.912.A-REI.2.3
1-3	Incorrect	0.00/1.00	MAFS.912.F-IF.1.2,MAFS.912.F-IF.2.4
1-4	Incorrect	0.00/1.00	MAFS.912.A-CED.1.1
1-5	Correct	1.00/1.00	MAFS.912.S-ID.3.7
1-6	Correct	1.00/1.00	MAFS.912.F-IF.1.1
1-7	Incorrect	0.00/1.00	MAFS.912.F-IF.2.4
1-8	Incorrect	0.00/1.00	MAFS.912.F-IF.1.2
1-9	Correct	1.00/1.00	MAFS.912.A-CED.1.1
1-10	Incorrect	0.00/1.00	MAFS.912.A-REI.4.12
1-11	Correct	1.00/1.00	MAFS.912.A-REI.2.3
1-12	Incorrect	0.00/1.00	MAFS.912.F-BF.1.1.a
1-13	Correct	1.00/1.00	MAFS.912.A-REI.4.11
1-14	Correct	1.00/1.00	MAFS.912.A-REI.1.1
1-15	Incorrect	0.00/1.00	MAFS.912.F-IF.3.9
1-16	Incorrect	0.00/1.00	MAFS.912.F-IF.1.3
1-17	Incorrect	0.00/1.00	MAFS.912.F-BF.2.3
1-18	Incorrect	0.00/1.00	MAFS.912.A-REI.1.1
1-19	Incorrect	0.00/1.00	MAFS.912.F-IF.2.6
1-20	Correct	2.00/2.00	MAFS.912.F-IF.1.1
1-21	Correct	1.00/1.00	MAFS.912.F-IF.2.5
1-22	Correct	1.00/1.00	MAFS.912.F-LE.1.1.a
2-1	Incorrect	0.00/1.00	MAFS.912.F-IF.3.9
2-2	Correct	1.00/1.00	MAFS.912.F-IF.1.3
2-3	Correct	1.00/1.00	MAFS.912.A-CED.1.1
2-4	Incorrect	0.00/1.00	MAFS.912.F-LE.1.1.b
2-5	Incorrect	0.00/1.00	MAFS.912.F-BF.2.3
2-6	Correct	1.00/1.00	MAFS.912.A-REI.4.10
2-7	Correct	1.00/1.00	MAFS.912.F-IF.2.4
2-8	Correct	1.00/1.00	MAFS.912.F-IF.2.6
2-9	Correct	1.00/1.00	MAFS.912.A-REI.2.3

Strategies to Help Promote an Effective Mainstreamed Classroom

http://www.superteachertools.us/spinner/spinner.php?title=Academic+Ownership+and+Intrinsic+Motivation&directions=Click+the+wheel+below+to+spin%3A+Please+describe+in+your+own+words+how+you+would+implement+the+strategy+to+enhance+motivation+and+learning+in+your+classroom+or+school%3F+Feel+free+to+give+examples%21&colorscheme=color5&labels=Challenge+Student%2CBuild+on+Strategies+First%2COffer+Choices%2CProvide+Secure+Classroom%2CManage+Difficult+Tasks%2CRewardPunishment%2CAvoid+Power+Struggles%2CUse+Ambiguity+at+Times%2COpen-Ended+Activities%2CDevelop+Creativity%2CSelf-Evaluation%2CCompetition%2COrganization

%2CDevelop+Creativity%2CSelf-Evaluation%2CCompetition%2COrganization

Reflection

menti.com CODE:

What are 3 words that describe an effective mainstreamed classroom?