Welcome Students

Today's lesson is

Showcase of Best Practices in a Mainstreamed Classroom
Showcase of Best Practices in a Mainstreamed Classroom
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SOCIAL-EMOTIONAL LEARNING

Vanessa Radice

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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
      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

Building Class Culture and Climate
Social-Emotional Learning

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

- Inclusive classroom environment
- Engage students in class discussions
- Use positive reinforcement

Building Academic Ownership & Intrinsic Motivation:
Social-Emotional Learning

How do you build academic and intrinsic motivation?
(Multiple Choice: Bar Graph)

Get to Know Your Audience

1. Decide your goal and go to menti.com
2. Type in the keywords
3. Vote, the results will appear live on the screen
4. Are you a teacher, an administrator or other?
   (Multiple Choice: Bar Graph)

Strategies to Help Produce an Effective Mainstreamed Classroom

Reflection
menti.com CODE:

What are 3 words that describe an effective mainstreamed classroom?
Strategies for a Mainstreamed Classroom

- build on strength
- random name calling
- competition
- challenge student
- organization
- one page home learning
- use ambiguity at times
- bell ringers
- offer choices
- dojo
- silence
- positive affirmations
- avoid power struggles
- self-evaluation
- manage difficult tasks
- reward
- develop creativity
- open-ended activities
- personalize lessons
- reward and punishment
- data chat
- commercial breaks
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
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
Stellar Trojans

TOPIC 6 TEST Above Average (38%)!

Period 1 & 2 (5 students)

Period 3 & 4 (6 students)

Period 7 & 8 (13 students)

TOP STELLAR TROJAN
Anita Thompson 71.4%

Quiz

Vertex, Focal
Given your class notes:
1. Find the vertex (h, k) of the parabola.
2. Find the focus (h, k + 1/4a).
3. Write the equation in vertex form:
y = a(x - h)^2 + k

Standard Form
1. Given the vertex (h, k) and a point (x, y) on the parabola, find the value of a.

Solved Examples:

1. Given the vertex (1, -2) and a point (3, 4) on the parabola, find the equation in vertex form.

2. Given the vertex (2, -3) and a point (4, 1) on the parabola, find the equation in vertex form.

3. Given the vertex (0, 0) and a point (1, -1) on the parabola, find the equation in vertex form.

Focal Distance
1. Given the vertex (h, k) and a point (x, y) on the parabola, find the focal distance.

Solved Examples:

1. Given the vertex (1, -2) and a point (3, 4) on the parabola, find the focal distance.

2. Given the vertex (2, -3) and a point (4, 1) on the parabola, find the focal distance.

3. Given the vertex (0, 0) and a point (1, -1) on the parabola, find the focal distance.

Solving Equations

Solve for x:

x^2 - 4x + 4 = 0

Solved Examples:

1. Solve for x: x^2 - 4x + 4 = 0

2. Solve for x: x^2 - 4x + 4 = 0

3. Solve for x: x^2 - 4x + 4 = 0
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Teacher Name: Rivera/Radice
Date: 11/12 - 11/25
Room#: 9-121
My Action Plan

1. What’s the problem?
   I’m putting my head

2. What’s causing the problem?
   a. I’m bored this is too easy
   b.
   c.
   d.
   e.
   f.

3. What plan will you use to solve the problem?
   a. Pass FSA
   b. Try this class
   c.
   d.
   e.
   f.

[Signature]  07/01/18  [Student’s Signature]
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.
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)
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.
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.
**Monday, 08/26/19**

1. Simplify each expression using the Order of Operations.
   a. $12(10 - 5) - 40 ÷ (4 + 1)$
   b. $400 - [12 + 6 \cdot 10]$
   c. $\frac{2(45-6)}{35+5}$

**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**

   a. $7x - 2 = 26$
   b. $5x + 20 = -20$
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.
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.
1) Identify each vertex, axis of symmetry, minimum or maximum, Y-intercept domain and range for each parabola.

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<td><strong>a)</strong></td>
<td><strong>b)</strong></td>
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<tr>
<td>![Graph a) with vertex at (0, 2) and axis of symmetry at x = 0]</td>
<td>![Graph b) with vertex at (2, 4) and axis of symmetry at x = 2]</td>
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**Vertex (__, __) | Vertex (__, __)**

**Maximum or Minimum | Maximum or Minimum**

**Axis of symmetry:** | **Axis of symmetry:**

**Domain:** | **Domain:**

**Range:** | **Range:**

**Y-intercept: (__, __) | 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?

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

- 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.

![Graphs A, B, C, D showing transformations of $f(x) = x^2$]
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

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.

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<td>4. 4/5 21.3 Guided Notes Factoring Special Cases</td>
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<td>5. 4/8 22.1 Solving Equations by Square Roots pgs 1033-1036</td>
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<td>7. 4/12 HMH pg 1061</td>
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<td>7.</td>
<td></td>
<td>7. Topic 8 &amp; 9 Review</td>
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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!
Vertex Form
- Gives you the vertex \((h, k)\)
- Shows the transformations
  \(f(x) = a(x-h)^2 + k\)

Ex: \(g(x) = -(x+1)^2 - 2\)  
- Vertical shift down 2 units
- Horizontal shift left 1 unit
- Vertex: \((-1, -2)\)
- Axis of symmetry: \(x = -1\)
- Range: \((-\infty, -2]\)
- Compression: 1 unit

Standard Form
- Gives you the y-intercept \((0, c)\)
- Axis of symmetry: \(x = \frac{-b}{2a}\)
- Vertex: \((-\frac{b}{2a}, c - \frac{b^2}{4a})\)
- 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: \(g(x) = x^2 + 6x - 7\)
- \(a = 1\), \(b = 6\), \(c = -7\)
- y-intercept: \((0, -7)\)
- x-intercepts: \((-7, 0)\), \((-1, 0)\)
- Axis of symmetry: \(x = \frac{-b}{2a} = \frac{-6}{2} = -3\)
- Plug in \(x = -3\) to solve for the vertex:
- \(g(-3) = (-3)^2 + 6(-3) - 7 = 9 - 18 - 7 = -16\)
- Vertex: \((-3, -16)\)
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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Volmar, Judeline</th>
<th>Student ID:</th>
<th>0820946</th>
<th>Grade: 9</th>
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<tr>
<td>Teacher:</td>
<td>Santana &amp; Radica</td>
<td>FSA Math 8th Level:</td>
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### FSA End-of-Course Assessments

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<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Correct %</th>
<th>Strongest Standard/Skill</th>
<th>Weakest Standard/Skill</th>
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<tbody>
<tr>
<td>Topic 1/2</td>
<td>38.7%</td>
<td>Relate a rational domain to a graph of the function</td>
<td>recognizing explicit and recursive form of functions</td>
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<tr>
<td>Topic 3/4</td>
<td>41.9%</td>
<td>Calculate and interpret the average rate of change of a function</td>
<td>interpret the slope and intercept of a linear model in context</td>
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<tr>
<td>Midyear</td>
<td>44.1%</td>
<td>Explain each step when solving an equation using the laws of equality</td>
<td>rearrange formulas to solve for a variable (literal equation)</td>
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<tr>
<td>Topic 6</td>
<td>29.2%</td>
<td>Recognize situations where one quantity changes at a constant rate per unit relative to another</td>
<td>compare properties of two functions, each represented in a different way (algebraically, graphically, in a table)</td>
</tr>
<tr>
<td>Topic 7</td>
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<tr>
<td>Topic 8/9</td>
<td>65.5%</td>
<td>Identifying transformations</td>
<td>interpret key features of graphs on tables and scatter graphs</td>
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<td>Item</td>
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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%2CReward+Punishment%2CAvoid+Power+Struggles%2CUse+Ambiguity+at+Times%2COpen-Ended+Activities%2CDevelop+Creativity%2CSelf-Evaluation%2CCompetition%2COrganization
Reflection

menti.com CODE:

What are 3 words that describe an effective mainstreamed classroom?