Eman Haggag
October 27, 2014
Grade 8 Physical Science
2:30 – 3:15 pm

Lesson Narrative

2:30 pm

As I enter the classroom, the students are very chatty. The teacher is walking around to each student as if she is checking off work. She asks, "Anyone else? No pressure, but pressure, he..he..he."

YT is angry with a student next to him. The teacher comes over, speaks to him in a voice that is not audible to the rest of the room. He tries to calm himself down, she continues to speak to him.

She turns her rainstick, a class quiet signal. She says, "OK, ladies and gentlemen. We talked about measuring and converting, most of your problems are moving left to right....today we need to have a little fun. I created a lab for you on measuring and converting, the first part is measuring and on Wednesday we will do the converting." She shows the students some lab errors to correct that are wrong on their worksheet. She asks for a volunteer to read the first paragraph outloud. Then, she asks for a second volunteer to read the second paragraph outloud. She asks, "Can anyone recall what it means to be precise? Now, before I describe the lab, put all the things in the back. Then give everybody an equal chance to do equal parts of the lab."

She holds up a lab tray and shows the students the materials that they will receive to complete this work. She continues, "You're going to be given a playdo, yarn, ..." She shows each of the individual lab items with a large smile and laughs with joy. She makes a big deal out of sand art supplies by asking the students to "ooohhhh" and "aaahhh" when those items are shown.

2:40 pm

"If it's not precise, then it's not accurate. If it's not accurate, then it's not correct...." She talks to the class about how to measure sand and use it to create art. When ME asks a question, she says, "pause." She continues her directions. Then she says, "At this time, I will take questions if you have them. Any other questions?" She says, "I'm going to pass out the Hagg sticks and sort them by letter." This is a method to create random groups of three students to work together in the lab. Once students receive their stick, they are directed to put their personal items on the back of the floor and get started with their lab activity. She says, "Let's go! Let's organize yourselves and show me that you're ready." "Who's ready? Good. Get started." She has a high amount of energy in her voice and body language. "Everyone's got their stuff? Get started! Everyone working!"

One student, KR, shouts, "Ms. Haggag, it's 251, right?" She replies, "Right!" A few moments later she says, "I'm going to make life easier and change it to 125 cm, is that easier?" Another student asks, "Um, Ms. Haggag, what's our group number?" She moves the rainstick to

quiet the class. She states, "I just want you to know there are a number of steps that say label with group number, and you can make up a group name, I'm okay with that."

2:54 pm

She walks around the room to check on lab group progress of each group. She asks, "Is that what it says?" She consistently asks, "Everything OK?" To another group, "Everything OK? Oh, I like how you used the weigh boats, good idea." A student calls out, "Ms. Haggag, is this 29?) She begins to answer their question by reading the scale to check their results.

She turns the rainstick to quiet the room. The students continue working. She says, "Let me try that again." She turns the rainstick a second time.

3:05 pm

She continues to stand back and observe groups completing their measuring lab. She answered ND's question about finding square root. She turns the rainstick again. "Ladies and gentlemen, it would be a good idea to send one person to get the sand. It's just a thought, thank you." To another group's sand art, she remarks, "Ooohhh, nice! It's looks like a disease!" She says to another group, "Be careful." A student group asked her to help them tie the balloon into a knot.

3:12 pm

She turns the rainstick again. "Ladies and gentlemen! We're going to stop the lab at this point. We're going to....stop, stop everything! We will continue the lab on Wednesday. Put all items in the tray. The only think you're going to leave on your table is your scale. You have two minutes to have everything...." One student calls out, "Ms. Haggag, what do we do with this?" She says, "Leave it in your tote. Be gentle."

3:15 pm

The students are cleaning up their lab materials in a noisy manner. She calls out, "Let's go! Let's go! I'm missing a blue funnel. I'm missing another blue funnel!" As I exit, the students and the teacher continue to clean up their materials.

Domain 1: Classroom Strategies and Behaviors:

Routine Segments

Design Question #1 – What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing clear learning goals and scales (rubrics)
2. Tracking student progress
3. Celebrating success

Design Question #6 – What will I do to establish and maintain classroom rules and procedures?

4. Establishing classroom rules and procedures
5. Organizing the physical layout of the classroom

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher applies innovative classroom routine segments so that all members of the classroom community demonstrate high levels of student achievement.	*The teacher ensures classroom routine segments are established, communicated, and maintained to increase student achievement at the classroom level AND regularly monitors that each member of the classroom community has a shared understanding of the routine segments.*	*The teacher ensures classroom routine segments are established, communicated, and maintained to increase student achievement at the classroom level.*	*The teacher attempts to ensure classroom routine segments are established, communicated, and maintained.*	*The teacher does not attempt to ensure classroom routine segments are established, communicated, and maintained.*

Evidences for Domain 1
In the Pre-Evaluation meeting (October 23, 2014), Ms. Haggag provided documentation of strategies she consistently implements to establish and communicate learning goals in the science classroom. These include daily warm-up activities, science vocabulary support [Word Wall], written unit overviews, pre and post assessments, and a variety of formative assessments. These routines are applied to produce a differentiated learning environment by offering a variety of challenges to individual students. In her Pre-Evaluation meeting, Ms. Haggag gave evidence that these strategies have been in the classroom since the start of the school year and they remain constant components of her science room.

The classroom is established with clear rules and procedures. The first month of school was dedicated to instruction on lab safety, science classroom materials, and successful strategies for working in groups. She labeled items in the classroom, informed students of storage locations, and established clear expectations for work habits in a science room. She is interested in increasing her ability to apply "logical consequences" when a student does not adhere to class rules and expectations regarding safety and cooperation.

Ms. Haggag acknowledges a future goal of establishing a system to enable students to track their progress across a series of learning objectives. She feels that she will be able to implement this in AY 15-16 after she has had a full year of experience with the Middle School Science curriculum units. Additionally, Ms. Haggag noted that she currently celebrates success at the end of a unit with grades that reflect student progress. She is encouraged to review Design Question #1 in the anchor text to gain ideas on how to promote the celebration of success within a middle school science classroom.

Scale Score: 3.0

Domain 1: Classroom Strategies and Behaviors:

Content Segments

Design Question #2 – What will I do to help students effectively interact with new knowledge?

1. Identifying critical information
2. Organizing students to interact with new knowledge
3. Previewing new content
4. Chunking content into "digestible bites"
5. Processing new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

Design Question #3 – What will I do to help students practice and deepen their understanding of new knowledge?

9. Reviewing content

10. Organizing students to practice and deepen knowledge
11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

Design Question #4 – What will I do the help students generate and test hypotheses about new knowledge?

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

Domain 1: Content Segments				
Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
The teacher applies innovative classroom content segments so that all members of the classroom community demonstrate high levels of student achievement.	*The teacher ensures classroom content segments are established, communicated, and maintained to increase student achievement at the classroom level AND regularly monitors that each member of the classroom community is demonstrating high student achievement from the content*	*The teacher ensures classroom content segments are established, communicated, and maintained to increase student achievement at the classroom level.*	*The teacher attempts to ensure classroom content segments are established, communicated, and maintained.*	*The teacher does not attempt to ensure classroom content segments are established, communicated, and maintained.*

Evidences for Domain 1

She says, "OK, ladies and gentlemen. We talked about measuring and converting, most of your problems are moving left to right....today we need to have a little fun. I created a lab for you on measuring and converting, the first part is measuring and on Wednesday we will do the converting."

She asks, "Can anyone recall what it means to be precise? Now, before I describe the lab, put all the things in the back. Then give everybody an equal chance to do equal parts of the lab."

She holds up a lab tray and shows the students the materials that they will receive to complete this work.

"If it's not precise, then it's not accurate. If it's not accurate, then it's not correct. If it's not correct...." She talks to the class about how to measure sand and use it to create art.

She says, "I'm going to pass out the Hagg sticks and sort them by letter." This is a method to create random groups of three students to work together in the lab. Once students receive their stick, they are directed to put their personal items on the back of the floor and get started with their lab activity

She walks around the room to check on lab group progress of each group. She asks, "Is that what it says?" She consistently asks, "Everything OK?" To another group, "Everything OK? Oh, I like how you used the weigh boats, good idea."

3:12 pm

She turns the rainstick again. "Ladies and gentlemen! We're going to stop the lab at this point. We're going to....stop, stop everything! We will continue the lab on Wednesday. Put all items in the tray. The only think you're going to leave on your table is your scale. You have two minutes to have everything...."

The above mentioned lesson examples confirm that Ms. Haggag uses a variety of methods to guide students to practice skills associated with measuring units in a lab activity. She walks in close proximity to each group, observing and remarking on their progress to ensure that each group member is working on the task at hand.

Ms. Haggag is encourages to improve the quality of her directions that were provided orally and in writing. Based on the achievement levels and reading levels of some students in the class, identifying the process steps in numerical format will help a few students start the lab independently, without waiting to observe the other students. After the directions have been provided, dedicate a minute or two to check for understanding before starting the lab. Finally, maintain a stable and calm environment at the start of the lab activity to make the initial moments of the lab more accessible to students who are easily distracted by noise and movement. An alternate concept is to organize lab groups before distributing instructions and materials. Then, when the lab is ready to begin, there is no additional movement and disruption to the progress steps.

Scale Score: 3.0

Domain 1: Classroom Strategies and Behaviors:

Segments Enacted on the Spot

Design Question #5 – What will I do to engage students?

1. Noticing when students are not engaged
2. Using academic games
3. Managing response rates
4. Using physical movement
5. Maintaining a lively pace
6. Demonstrating intensity and enthusiasm
7. Using friendly controversy
8. Providing opportunities for students to talk about themselves
9. Presenting unusual or intriguing information

Design Question #7 – What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

10. Demonstrating "withitness"
11. Applying consequences for lack of adherence to rules and procedures
12. Acknowledging adherence to rules and procedures

Design Question #8 – What will I do to establish and maintain effective relationships with students?

13. Understanding students' interests and background
14. Using verbal and nonverbal behaviors that indicate affection for students
15. Displaying objectivity and control

Design Question #9 – What will I do to communicate high expectations for all students?

16. Demonstrating value and respect for low-expectancy students
17. Asking questions of low-expectancy students
18. Probing incorrect answers with low-expectancy students

Domain 1: Segments on the Spot				
Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
The teacher applies innovative classroom segments on the spot so that all members of the classroom community demonstrate high levels of student achievement.	*The teacher ensures classroom segments on the spot are established, communicated, and maintained to increase student achievement at the classroom level AND regularly monitors that each member of the classroom community is demonstrating high student achievement from the content*	*The teacher ensures classroom segments on the spot are established, communicated, and maintained to increase student achievement at the classroom level.*	*The teacher attempts to ensure classroom segments on the spot are established, communicated, and maintained.*	*The teacher does not attempt to ensure classroom segments on the spot are established, communicated, and maintained.*

Evidences for Domain 1
She asks, "Anyone else? No pressure, but pressure, he..he..he." YT is angry with a student next to him. The teacher comes over, speaks to him in a voice that is not audible to the rest of the room. He tries to calm himself down, she continues to speak to him. She asks for a volunteer to read the first paragraph outloud. Then, she asks for a second volunteer to read the second paragraph outloud. She shows each of the individual lab items with a large smile and laughs with joy. She makes a big deal out of sand art supplies by asking the students to "ooohhhh" and "aaahhh" when those items are shown.

When ME asks a question, she says, "pause." She continues her directions. Then she says, "At this time, I will take questions if you have them. Any other questions?"

She says, "Let's go! Let's organize yourselves and show me that you're ready." "Who's ready? Good. Get started." She has a high amount of energy in her voice and body language. "Everyone's got their stuff? Get started! Everyone working!"

She moves the rainstick to quiet the class. She states, "I just want you to know there are a number of steps that say label with group number, and you can make up a group name, I'm okay with that."

She asks, "Is that what it says?" She consistently asks, "Everything OK?" To another group, "Everything OK?

"Ladies and gentlemen, it would be a good idea to send one person to get the sand. It's just a thought, thank you." To another group's sand art, she remarks, "Ooohhh, nice! It's looks like a disease!" She says to another group, "Be careful."

She calls out, "Let's go! Let's go! I'm missing a blue funnel. I'm missing another blue funnel!"

The above listed examples confirm that Ms. Haggag is skilled at implementing "Segments on the Spot." She establishes these routines in order to increase student achievement among each of her students in the science classroom. Ms. Haggag is encouraged to improve the quality of questions that are posed to low achieving students and when circulating to support lab groups. Many questions were often heard as "Everything OK?" or "How are you doing?" Although it was not observed that Ms. Haggag applied consequences for students who did not follow rules, each of the students generally appeared to remain on task within their lab groups.

Scale Score:_____

Domain 2: Planning and Preparing

Planning and Preparing for Lessons and Units

1. Planning and preparing for effective scaffolding of information within lessons
2. Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content
3. Planning and preparing for appropriate attention to established content standards

Planning and Preparing for Use of Materials and Technology

1. Planning and preparing for the use of available traditional resources for upcoming units and lessons
2. Planning for the use of available technology

Planning and Preparing for Special Needs of Students

1. Planning and preparing for individualized needs of low achieving students
2. Planning and preparing for individualized needs of high achieving students
3. Planning and preparing for students with special education needs

Domain 2: Planning and Preparing				
Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
The teacher applies innovative planning and preparation for instruction to increase student achievement with evidence from data.	*The teacher ensures planning and preparation for instruction to increase student achievement at the classroom level AND regularly monitors its effectiveness with evidence of student achievement data*	*The teacher ensures planning and preparation for instruction to increase student achievement at the classroom level.*	*The teacher attempts to plan and prepare for instruction.*	*The teacher does not attempt to plan and prepare for instruction.*

Evidences for Domain 2
See attached lesson plan and unit template documents. Supplemental materials were also included by the teacher. Student data referencing achievement is noted on RenWeb.

Scale Score: 4.0

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. Identifying specific areas of pedagogical strength and weakness
2. Evaluating the effectiveness of individual lessons and units
3. Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students

Developing and Implementing a Professional Growth Plan

1. Developing a written growth and development plan
2. Monitoring progress relative to the professional growth plan

Domain 3: Reflecting on Teaching				
Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
The teacher applies innovative strategies to reflect on teaching AND documents progress with data.	*The teacher ensures consistent reflection on teaching AND has evidences that demonstrate regular application of strategies to increase the quality of personal performance.*	*The teacher ensures consistent reflection on teaching.*	*The teacher attempts to reflect on teaching.*	*The teacher does not attempt to reflect on teaching.*

Evidences for Domain 3
To be submitted by the teacher.

Scale Score: _____

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting positive interactions about colleagues
2. Promoting positive interactions about students

Promoting Exchange of Ideas and Strategies

1. Seeking mentorship for areas of need or interest
2. Mentoring other teachers and sharing ideas and strategies

Promoting School Development

1. Adhering to school rules and procedures
2. Participating in school initiatives

Domain 4: Collegiality and Professionalism				
Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
The teacher applies innovative strategies to demonstrate collegiality and professionalism AND documents progress with data.	*The teacher ensures consistent demonstration of collegiality and professionalism AND has evidences that demonstrate regular application of strategies to increase the quality of the school's*	*The teacher ensures consistent demonstration of collegiality and professionalism.*	*The teacher attempts to demonstrate collegiality and professionalism.*	*The teacher does not attempt to demonstrate collegiality and / or professionalism.*

	professional environment.			

Evidences for Domain 4

Ms. Eman Haggag is a first year Al Fatih Academy, with prior experiences at the high school instructional level. She has done a remarkable job transitioning her prior experiences to a revised school context (Islamic Middle School setting). Over the first nine weeks of the school year, she has met her weekly obligations to prepare formal lesson plans and discuss instructional strategies and assessment plans. She consistently applies problem solving experiences to every skill and learning objective within the science classroom. She incorporates a variety of resources that give students a range of experiences in the classroom.

As a member of the Middle School team, she is a productive team member with a positive attitude towards success. She meets her professional obligations, adheres to appropriate deadlines, and collaborates on issues regarding student achievement. She has helped to contribute to the development of a new Middle School team that has a positive influence on the students in Grades 6 – 8. Her summer 2014 training by Developmental Designs has had a positive impact on her ability to lead her Grade 6 homeroom class effectively. She consistently provides students with a morning routine and the support to build a strong classroom community.

It is a pleasure to have Ms. Haggag on our instructional team, and I look forward to observing her students grow and develop as science-minded students.

Scale Score: 3.0