



SIG-Princeton Academic Dean

to me ▾

Aug 2 ☆



Good afternoon Rashidul.

Below are the anecdotal notes I took in your classroom today. If you have any questions, please see me. Thank you for all you do for the students. Best, Merideth

There is an agenda posted on the front board. Rashidul is using the blackboard to record their notes. The students are engaged as evidenced by their participation in the lecture and taking notes in their notebooks. When he uses the blackboard in the front, he gracefully moved to the board on the side as to not erase the content for the students. The students ask clarifying questions as he moves through the material. Rashidul provides a clear response. He asks the students to fill in equations verbally as he works the problem. Different students supply the answers. After he explains the definition, he then provides an illustration. He has the students choose the beginning numbers, as he then works the problem to make it correct. Students continue to ask clarifying questions to understand the material, which is necessary in a math class. As he moves through the content, he offers explanations of how this one part will be necessary for the larger explanation. He divides the parts on the board and his explanation, yet references back to how they are connected together. After a few definitions of segments to solve a problem, he walks through explicit examples to apply the different parts. He involves the students as he progresses through the examples.



SIG-Princeton Academic Dean

to me ▾

Aug 3 ☆



Good afternoon.

Great lesson today! Thank you for the great work you are dedicating to these students! We truly appreciate your work!

Below please find the anecdotal notes from your **observation**.

Best, Merideth

There is a *Do Now* on the board for the students as they walk in the room. The students are making circuits with lemons, alligator clips, and nails. The room is decorated with other projects that they have constructed. To the side of the room is a set of handmade roller coasters. Rashidul is circulating the room, assisting the lab groups analyze and design their circuits. The students are actively engaged in the activity as evidenced by the high level of hands-on participation during their lab time. The lab partners are collaborating with each other as they try to illuminate their light bulbs. The students are problem solving together as they analyze the electric circuit that they are constructing. This is trial and error for them. Rashidul is asking probing questions to each lab group. He is positively encouraging the students as they are working, providing positive feedback. One lab group successfully constructed a working circuit before the other groups. Rashidul used this opportunity to assign them a more challenging objective, increasing their circuit requirements. This is an excellent strategy to allow individualized learning in a single classroom, and challenging the students further whenever possible.