Interviewer: How are you effective in communicating the purpose of the lesson?

Teacher: I think the purpose of the lesson was communicated effectively because we talked about why were going to be learning the Bar Model method. We talked about how ... they even expressed that they needed help with problem solving. They said long division algorithm in particular but then when I suggested word problems, they kind of all chimed in and said "oh yeah, those too, because we're not really very good at those either."

So I think the kids kind of ... even though it wasn't there, sorry, do you need a clip or a rubber band?

Interviewer: You were saying about the word problems?

Teacher: Since they ... I don't remember.

Interviewer: I think recognizing the purpose of the -

Teacher: Oh yeah. They knew that they needed help with problem solving in particular and then that last little group kind of reiterated that, that this lesson was good because they could visually see what they were doing.

Interviewer: What parts of the instructional practice do you think were most effective in supporting students to meet the learning objectives?

Teacher: I think starting off with the multiplication problem that we did to kind of show the method was good because it showed me that they already knew the answer but they would be able to see how they got the answer by using the new method.

[00:02:00]   I think the video will really help especially when we have to do simple algorithms for converting between the units. I'll probably be showing that a few more times just so they can get the order in their heads of what unit comes when.

I think the Khan Academy video was good too because he kind of set up for them how you would do it in a normal algorithm way and then I kind of filled it in with the Bar Model.

Interviewer: What role did organization and timing play as far was planning the classroom set up?

Teacher: The planning was essential because I needed to have problems available, I needed to have worksheets prepared. I also spent multiple hours this weekend reviewing the methods that they used for math and how to effectively present that instruction, so looking at what the sequence that they used in Singapore and yes, we did skip a few

steps because students in Singapore start this when they're in kindergarten and they learn all the different ways that numbers are bonded together.

We're kind of jumping into the intermediate stage of this, but I think at least having this visual available and have it be a tool that they can use in their toolbox to use, is going to help them especially when it comes to intense complicated word problems on the end of the year assessment.

Interviewer: What role did behavior management play as far as expectations, procedures, routines?

Teacher: The project GLAD strategy of using the scouts, I think it's one of those strategies that can be used across any grade level, across any curriculum. It doesn't have to be specific to only science or reading or social studies, it's universal. The kids understand what the expectations are. They're responsible for their learning because they know their classmates are judging them ... not judging them, but are watching out for behavior and are going to get rewarded for it.

[00:04:00]

Interviewer: How do you think the lesson went with regards to student engagement?

Teacher: I think the students were engaged. I think as the days progress and we do this method a lot more it will begin to click how to use the Bar Model, because even when I first saw it, I had to watch the video over several times to understand what she was explaining and how its effectively used. Then I went off and watched 25 more videos about word problems, different types of word problems, and it wasn't until maybe the 30th video that I watched that it finally clicked in my head.

It's just one of those things that's going to take time, but starting it now will give them at least eight weeks of practice before they have to take the end of the year assessment and we'll be able to use it in multiple settings, so ratios, percentages, parts of a whole. It's just understanding how to break apart wholes into parts, or if you have a whole and a part how to figure out what the other part is. I think it lends itself well to that whole range.

Interviewer: How do you think the students found the lesson, meaningful or relevant?

Teacher: I think the unit conversions might not seem meaningful or relevant right now. When we start going into science I think they'll see the meaning and relevance. The main focus today was can they effectively use the Bar Model in different types of problems and I think, again, since it was their very first day learning it, I don't know if they'll see the meaning or the relevancy yet. As time progresses, and we do more problems, we do more types of problems with it, they'll be able to see how it can be applied to anything when it's just simple rectangles.

[00:06:00]

Interviewer: How would you like to develop this lesson in the future?

Teacher: I would develop this from the very first day of school, so introduce the Bar Model on the

very first day of school and hopefully by this point the students will be semi-proficient in it, proficient enough where they can do the simple addition, subtraction and multiplication straight-forward word problems with it. Everything else will kind of be structured and supported along with that, so ratios, percentages, using it to compare distances, how I did with my small group and the marathon distances, possibly using it for unit conversions and other things like that.