

Pat Henderson and Wendy Liu (Franklyn Middle Role Play)

Note: This role play follows from the Superintendent Ross Robin's school visit to Franklyn Middle School, October 12, 2011. The notes from the visit are on page 24 & 25 of the case study. It is adapted from Cambridge Education's role play.

The role play is a conversation between a principal and a teacher, where the principal will provide the teacher feedback about a lesson she has delivered.

The Scenario: The principal observes Ms. Liu's math class earlier in the day during the superintendent's school visit. The principal then runs into Ms. Liu in the hallway. Role play the conversation that follows Wendy Lie's opening statement: "How did it go? The superintendent made me nervous."

Ms. Liu is a 6th grade math teacher. This is what the principal observed:

The class was working on fractions, percents and decimals. The kids opened their notebooks and worked on the 'Do Now,' which were 5 problems that required students to find the common factors. The students were seated in rows and given about 3 minutes to complete the problems. Ms. Liu went through the five problems in less than five minutes. She called on students and asked students to tell the class their answer and how they arrived at that number. After the 'Do Now' was completed, Ms. Liu told the students, "I know many of you struggled yesterday when we were comparing fractions to decimals and percents. Don't worry; today we are going to do something different. We are going to have fun by looking at the pictures on this handout and writing the numerical representation of the picture. That means, look at the picture and write the fraction that it represents. For example, this picture shows a pizza with three missing slices. You would write $\frac{5}{8}$ since what you have left is 5 of the 8 slices. OK ... go ahead and start and we will go over it later in class." The students put their names on the paper and started to do each problem on the page. The worksheet had a total of 20 problems, ten on each side of the paper. The pictures on the worksheet were clear as to what part of the whole it represented. The kids worked in silence and in 10 minutes or so, they were done. Ms. Liu asked for the students to stand up and tell the class why they answered the problem the way they did.

In the role play, please try to bring up these points (in an organic and not contrived way)

- The teacher seeking and speaking to the principal about the lesson and asking for feedback.
- The lesson is not aligned to the Shifts, especially not math Shift # 1- Focus
- The lack of rigor in the lesson.
- The principal's inability to provide feedback that would make the lesson more rigorous or more aligned with mathematics Shift #1 by suggesting strategies and other examples on how to improve the lesson.
- The principal focusing her feedback on low hanging fruit that does not address the substance of what is wrong with the instruction.
- The lack of awareness of the actual standards associated with this lesson. (the relevant standards on the reverse)

Common Core State Standards Grade 6 Mathematics: The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$.

(In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share 112 lb. of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area 112 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1- 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$