

Rochester City School District

2013-2014



Office of Professional Learning

Professional Learning Methods

Lesson Study

Format for Learning Method

- ☐ ***Description***
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Lesson Study

Description:

A Lesson Study is a structured process, a form of classroom inquiry, involving small groups of teachers that collaboratively plan, teach, observe, analyze, revise and refine actual classroom lessons. It is a form of extended professional learning as it involves a series of planned concrete steps that engages teachers for a year or more. Lesson Study grew out of the collective efforts of classroom teachers most notably in Japan. During a Lesson Study teachers prepare a lesson to demonstrate a specific teaching and learning goal. Other teachers observe and document what they see. After the lesson, the teachers meet and discuss the strengths of the lesson and make suggestions for improvement. Sometimes the lesson is revised and presented again. Lesson study focuses on the core of the teaching process; what happens between teachers and students in the classroom.

The Goals of a Lesson Study:

1. To deepen the understanding and knowledge of lesson objectives and content
2. To improve the effectiveness of the experiences teachers provide to their students
3. To ultimately increase student achievement

Benefits of a Lesson Study:

1. Enhancement of teacher practice and instruction
2. Opportunity to collaboratively plan with other teachers and build powerful instructional strategies
3. Opportunity to observe how students are thinking and learning
4. Engagement in a collaborative and reflective process

Roles:

Facilitator: The facilitator assists the team in setting norms for the group and ensures they are followed. She/he guides the group in understanding the goals and purpose of the lesson study. The facilitator encourages the participants to share, listen and build on each other's ideas. In addition to asking probing questions and guiding discussions, the facilitator assists the team in reaching decisions. The facilitator also handles the logistics for the group; the who, what, where, when and communicates those details.

Record Keeper: The scribe is responsible for recording in the logs regarding the meetings, participation (See Forms A and B pages 11-13) ideas contributed, documents, minutes, ideas, plans, and other information. The scribe also prints up a "master" of the lesson so that all in the study group have the actual lesson as they collect data and record observations. The scribe also records and reports the outcomes and results of the lesson study experience. She/he will be responsible for completing the Lesson Study Outcomes-Impact Report (See Form C: pages 14-16).

Team: All participants bring meaningful contributions to the discussion and planning. They are collaborative and supportive in their positive/critical dialogue and feedback. The lesson study team observes, collects and shares data from the lesson. The team may make a decision to revise the research lesson and re-teach the lesson or apply what they have learned to another lesson.

Norms:

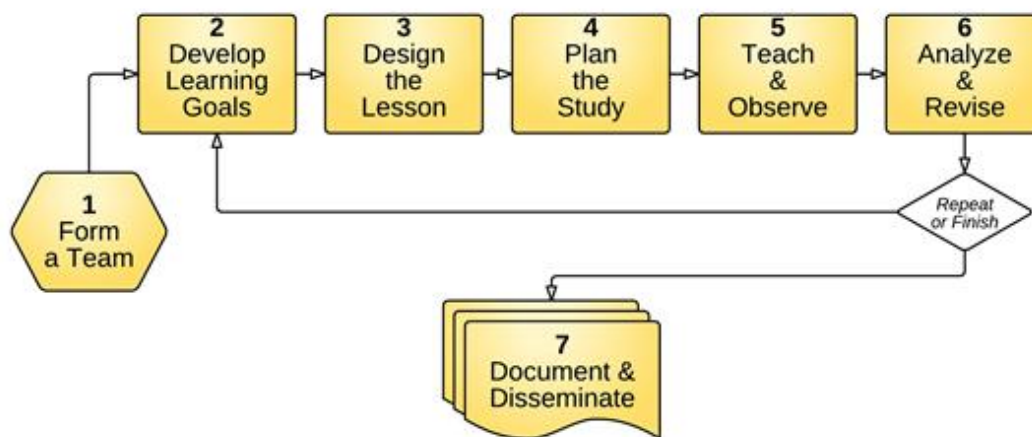
It is important that participants establish norms that are a consistent part of the process. Below is an example of possible norms. The group should decide on their own preferred set of norms. The norms may include being on time, remaining confidential, being prepared, etc.

Example of Possible Norms:

It is extremely important to maintain a positive and honest group dynamic in your Collegial Circle.

1. Observe and listen, carefully and thoughtfully.
 2. Participation is expected, valued, and recognized.
 3. Ask thoughtful questions. Recognize and contribute to ideas of others.
 4. Maintain a positive attitude.
 5. Respect differences; focus on understanding the opinions and ideas expressed by others.
 6. Learn from and with one another.
 7. Be reflective.
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Implementation:



Cerbin, W. & Kopp, B. (2011)

1. Form a Team

- It is important to ensure there are multiple perspectives therefore a lesson study group should include 3-6 teachers. Select a lesson study team based on teachers who are interested in working together to improve teaching and learning. If more people would like to participate it is best to split into two teams.
- Identify goals for student learning: articulate what you would like students to know and be able to do as a result of the lesson.

2. Develop Learning Goals

Teams begin by conversing important learning goals for students.

Guiding Questions:

1. What topic will your lesson focus on? Why did you choose this topic?
2. What developmental goals will the lesson support? Consider abilities, skills, dispositions, inclinations, or values the lesson will address.
3. What specific learning goals will the lesson address? Consider immediate academic or disciplinary goals, specific content or skills. Write these in terms of what students will know and be able to do as a result of the lesson.

3. Design the Lesson

- Team collaboratively designs a lesson to achieve the learning goals. Describe the steps of the lesson, providing details. This may require three or more meetings.

Guiding Questions:

1. What instructional activities and materials will be used in the lesson? What will be the sequence?
2. How will the lesson activities make student thinking noticeable?
3. Predict how students will respond to the lesson. In what ways do the lesson activities help students achieve the learning goals?
4. What preparation do students need to complete before the lesson takes place?

4. Plan the Study

- Make a data collection plan
 - Collect data from a variety of students. Consider backgrounds, achievement levels, etc.
 - Plan to video tape or audio tape parts of the lesson for further analysis. Capturing the student narrative is key.
- Consider inviting outsiders to the research lesson
 - Specialists who have a particular knowledge base
 - Colleagues who can offer specific instructional feedback
 - Administrators, funders, networkers and others in a position to advance your work.
- Arrange logistics
 - Which class the lesson will be taught
 - How videotaping or data collection will be conducted

5. Teach and Observe

- As the identified teacher conducts the lesson, other teachers collect data for further discussion. Observe student reactions instead of solely focusing on what the teacher is doing. Observers offer new and multiple perspectives that can capture evidence of student thinking and understanding.
- Take notes through the entire lesson: (see data collection forms- pages 6-9 to get started)
- Record interactions between teacher and students and between students.
- Record how students begin their work and approach the tasks.

- Document common misunderstandings. Indicate how individual students construct their understanding through activities and discussions.

Observers should refrain from:

- side conversations
- teacher evaluation
- acting as trainers or professional developers
- serving as additional teachers in the classroom

6. Analyze and Revise

- Begin data analysis. Take out your highlighters, sticky notes and flags to mark your findings. Continue to write about what you are noticing. Identify themes in the data.
- Meet with debriefing team to share how teachers think that the students made sense of the materials and what each reaction shared about the students as individual learners.
- Have teachers discuss implications for future instruction and student learning.

8. Document and Disseminate

Modify the plan/Develop a New Plan of Action

Forms: - Preparing for the research lesson

Teachers collectively complete this form to plan every detail of a lesson, including teacher actions, intended and unintended student behaviors, teacher interventions, etc. This form will likely need to be copied to two pages for one lesson.

Date of lesson: _____ **Teacher:** _____ **Class:** _____

Lesson Purpose: *In this lesson the students will...*

When I do this in Step X of the lesson...	...the students might do/say this (list possible responses)	Tally during observation	On which student responses might I want to intervene? What will I do?

Word for Word Record-1: What does the teacher ask?

Date of lesson: _____ Teacher: _____

Directions: Each time the teacher asks a question, record the exact question and time.

Teacher's Question	Time Asked

Word for Word Record-2: How do the students respond?

Use concurrently with **word for word record 1**. This form may be completed by one or more observers, depending on your team's focus and needs.

Date of lesson: _____ **Teacher:** _____

Directions: Each time the teacher asks a question, record the time and exactly what the student says in response.

Student Response(s) to the question	Time of Teacher's Question

Time Sweep: Who's talking and when?

Use this tool to measure how much time the teacher and students spend talking. This form may be completed by one or more observers, depending on your team's focus and needs.

Subsequent analysis explores what the time spent talking tells the group about the lesson and how it affects student learning.

Directions: Every time the speaker changes, note who begins speaking (T= teacher, S= student, S+=multiple students, Q= quiet/no one talking) and the time. After the lesson, calculate the number of minutes/seconds in the third column and the total talk times in the last row.

Who begins speaking?	What time?	# of minutes/seconds speaker(s) talked

Reflection: As the Lesson Study Team meets to debrief the process the following should be considered:

Guiding questions:

- How has the Lesson Study impacted your understanding and knowledge of lesson objectives and content?
- How has it affected teacher practice and the experiences you provide to y the effectiveness of the experiences teachers provide to their students our students?
- How has it enhanced instruction in your classroom?
- How has it increased student achievement?

Participants may choose to keep a personal journal to reflect ideas, thoughts, feelings and noticings.

Evaluation of Success: What data will be collected and used to support the impact of the Lesson Study?

Considerations:

As a result of this Lesson Study, demonstrate the following:

- Evidence that what you have learned has enhanced instruction and refined your professional practice
 - Evidence that student learning and achievement has increased
-

Forms: Form A- Lesson Study Participation Log

Please use the following attendance log or attach AVATAR attendance log.

Lesson Study Participation Log

Participants	Dates and Times of Meetings												PDI Hours
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

Form B: Lesson Study Team Meeting Log

Please Note: A log sheet must be filled out by the scribe for each session.

Lesson Study Team Meeting Log

Facilitator: _____ **Date:** _____

Sign-In:

_____	_____
_____	_____
_____	_____
_____	_____

Main Purpose of Session:

Summary of Session:

Next Meeting (agenda items, action items): _____

Resources needed for next meeting:

Please Note: The following Final Report should be handed into the Office of Professional Learning and your School Based Planning Team.

Lesson Study Outcomes-Impact Report

Title of Study: _____

Beginning Date: _____ **End Date:** _____ **Number of Hours:** _____

Please attach copies of the following to this report:

- *Lesson Study Participation Log*
- *Lesson Study Meeting Record*
- *Log of Strategies Implemented*
- *Samples of implementation (e.g. strategies or student work samples)*
- *Data to support outcomes*
- *Final Report*

LESSON STUDY DESCRIPTION: What were the objectives of this Lesson Study?

FINAL OUTCOMES: Were the outcomes/goals of this Lesson Study met? Explain.

How did the team assess whether the outcome was met?

How did your work within this study impact teaching/learning? Include implementation samples; student work samples, lesson plans, observations, peer reviews, etc.

Lesson Study

Provide evidence that as a result of this professional learning you have improved/enhanced your practice and more effectively addressed student learning.

Provide evidence that this experience has had an impact on student learning and achievement has increased.

Comments/additional information regarding the Lesson Study.
