Lesson Study

I. Lesson Study Protocol

II. Preparation Form

III. Checklist and Debrief Guide

Note to users: This protocol was originally designed to be used with pre-service teachers who are completing their field practicum (i.e. student teaching). However, the activities described here could easily be adapted for use with in-service teachers in professional learning communities.

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Coordination with Mentor Teacer			Pre-Planning		
Low	Medium	High	Low	Medium	High

Lesson Outcomes

What type of thinking or reflection is this protocol designed to get teacher candidates to do?

Lesson study is an inquiry-based approach designed to help teachers refine their practice through a systematic analysis of the planning and execution of classroom lessons.

Steps

What is the procedure for completing this protocol?

Lesson study groups typically consist of 4-6 preservice or in-service teachers. The general framework of the lesson study cycle consists of four steps:

1. **Setting Goals**: The group sets learning goals for the lesson (or group of lessons). These goals should be informed by state standards, diagnostic and formative assessment data, analysis of student work, and consultation with the supervising (mentor) teacher for the class in which the lesson will be taught.
2. **Plan the Research Lesson**: Working in collaboration, the group plans the lesson that will be the subject of the group's analysis. The lesson should be informed by research, theory, the learning goals that have been established, and the content of the course in which the lesson study protocol is being used. For example, the course instructor may direct the teacher candidates to use one or more of a range of instructional strategies (covered in the course) during the lesson. Prior to the lesson implementation, the group members who will be observing the lesson should decide on specific things to observe for, and their specific roles (if any) during the delivery of the lesson.
3. **Teach, Observe, and Debrief**: One member of the group teaches the lesson while other members of the group observe and gather evidence of student learning. After the lesson delivery, the group meets to reflect and discuss the lesson, the data gathered, and students' progress toward the goals of the lesson. The group also reflects on how the lesson could be refined. If it is feasible, the teacher can teach the refined lesson to a different class or another teacher from the group could teach the refined lesson. The debriefing conversation should happen on the same day the lesson was taught and observed.
4. **Revise, Reflect, & Share Results:** The group synthesizes new learning and new questions to be explored in future lesson study protocols. They share lesson outcomes with other colleagues from the class and reflect on student data.

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Reflection

What will teacher candidates be prompted to think about upon the completion of the protocol? What questions will they consider?

- What did the students learn and how do we know?
- What were the strengths of this lesson? What were some areas for refinement? How do we know?
- What would we have to change in order to…?
- What's another way we might…?
- How did we decide…? / What was our intention when…?
- How did *(concept/strategy)* work when you tried to apply it?
- How did the students receive this lesson? How do we know?
- What are our big takeaways related to planning and preparation?

Setting Students Up for Success

What challenges does this protocol present? How could it go wrong? What can the instructor do to address possible obstacles before implementation?

Between steps 2 and 3, it may be beneficial for the lesson study groups to submit their lessons to the course instructor for feedback and approval. Specifically, the course instructor should verify that:

- The lesson is based on clear and coherent goals.
- The lesson meets college and iTeach expectations for quality, clarity, and thoroughness
- The lesson properly applies the concepts or strategies from the course that the instructor wants the teacher candidates to be focusing on.

Implementation

How should the protocol be implemented within the structure of the class?

The instructor should provide class time for lesson study groups to collaborate on steps 1 and 2. Ideally, teacher candidates would teach the research lessons during the time that the ASU class meets, then return to the iTeach classroom to reflect and debrief.

References

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Lesson Study Preparation Form

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Standard:
Objective (Explicit):

What are your goals for this lesson? What do you want your students to learn and be able to accomplish? Goals should be based on: **a)** Standard being taught **b)** Formative and diagnostic data you have on your students **c)** Where this lesson fits in the boarder unit of study.

Use your stated learning goals for the lesson (above) to plan your assessment of student learning. How will your students demonstrate that they have attained the goals of the lesson? What will be the evidence of mastery?

Evidence of Mastery (Measurable): ☐ Include a copy of the lesson assessment. ☐ Provide exemplar student responses with the level of detail you expect to see. ☐ Assign value to each portion of the response

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Before you go on to plan the rest of the lesson, brainstorm any instructional strategies or elements of theory you've been learning about in class that you might be able to use in this lesson

Concept/Theory/Strategy		Ideas for Use
	→	

Concept/Theory/Strategy		Ideas for Use
	→	

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Checklist and Debrief Guide

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Before the Lesson

_____ Determine which member of the group will deliver the lesson. Coordinate with mentor teacher to identify a standard and objective to teach, and determine when the lesson will be taught (day and time)

_____ Use the Lesson Study Preparation Form to define lesson goals, design the assessment (evidence of mastery) and brainstorm instructional strategies and methods.

_____ Working as a team, complete a written lesson plan using either the Direct Instruction or Inquiry lesson planning template. Submit to instructor for approval.

_____ Define roles: determine how the group members (other than the lead teacher) will interact with students during the lesson.

_____ Determine how the group members will collect data on student learning. This could include qualitative observations and checks for understanding within the lesson, in addition to the end-of-lesson assessment.

_____ Prepare all materials needed for the execution of the lesson.

During the Lesson

_____ One group member teaches the lesson to a class of students while the remaining group members act as participant-observers, following the roles that were defined during the planning of the lesson.

_____ All group members help to monitor student learning and carefully observe how students respond to different elements of the lesson, and different instructional moves made by the lead teacher.

After the Lesson

_____ Analyze assessment data collected from the lesson as well as other artifacts and student work.

_____ Group members share observations and work through the debrief guide.

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Debrief Guide:

1. To what degree did students reach the goals of the lesson?

2. What did students learn and how do we know?

3. What were the strengths of this lesson? What were some areas for refinement? How do we know?

4. Did this lesson work better for some students than others? What would we have to change or how would we have to differentiate to meet the needs of all students?

5. What would we have to change in order to…?

6. What's another way we might…? *(Complete question stem with your own object of inquiry)*

7. How did we decide…? / What was our intention when…?
   (Complete question stem with your own object of inquiry)

8. How did *(concept/strategy)* work when you tried to apply it?

9. How did the students receive this lesson? How do we know?

10. What are our big takeaways related to planning and preparation?

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