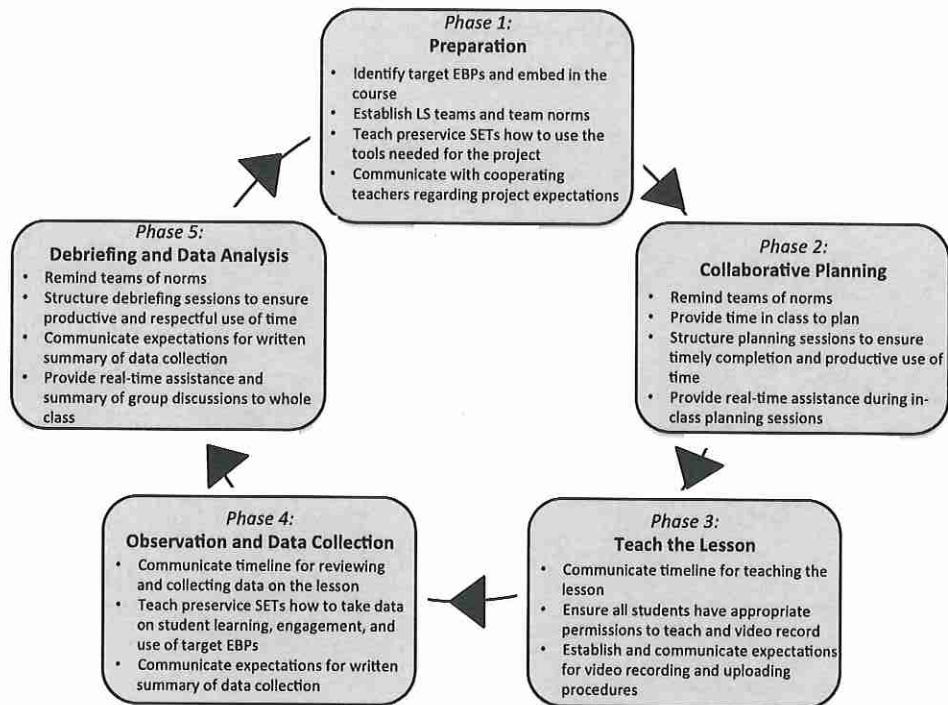


## USING LESSON STUDY

14

Figure 1. Phases in the lesson study cycle.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

USING LESSON STUDY

Figure 2. Example of lesson study planning framework.

Lesson Study Planning Framework

Pre-service Teachers: \_\_\_\_\_  
 Lesson Study Planning Date: \_\_\_\_\_ Content Area Focus: \_\_\_\_\_  
 Evidence-Based Practice: \_\_\_\_\_

Getting Started

- Welcome team members**
- Welcome
  - Address housekeeping issues
  - Make certain all team members have the appropriate materials to be successful
  - Establish a positive environment conducive to risk taking and critical reflection
  - Create/review norms for meeting
  - Present and display Lesson Study agenda

Lesson Planning

|                   |   |            |
|-------------------|---|------------|
| <b>Objectives</b> | What evidence-based practices will be integrated within your content area instruction?        | Citation:  |
|                   | For students with disabilities in your class, what IEP goals does this instruction relate to? | Rationale: |
|                   | Explicitly state lesson objectives with measurable criteria:                                  | Rationale: |

USING LESSON STUDY

Figure 2. Example of lesson study planning framework continued.

| <b>Lesson Planning Continued</b>            |   |
|---|---|
| <b>Materials</b>                            | What instructional resources will you use (e.g., connected text, manipulatives, curriculum)?  |
| <b>Body of Lesson</b>                       | <b>Developing the Body of the Lesson</b>  |
|   | <p><i>While planning below, provide a detailed description of what you, other adults, and learners will be doing throughout each part of the lesson.</i></p> <p><b>While you are planning, make sure to consider:</b></p> <ul style="list-style-type: none"> <li>➤ <i>What questions will you ask to prompt student thinking?</i></li> <li>➤ <i>What connections will you make during your instruction?</i></li> <li>➤ <i>What student errors do you anticipate? How will you respond?</i></li> <li>➤ <i>How will you know students understand?</i></li> </ul> <p><i>Generalization strategies that will be used to promote application of the lesson objectives across additional settings</i></p> <p><b>Review/ Explicit Instruction/ Model</b> (Think: what academic knowledge and concepts learners must be familiar with to be successful in the lesson?):</p> |
| <b>Opportunities to Practice</b>            | <b>Practice</b>   |
|   | <i>How will students practice be scaffolded to promote student independent strategy application and skill transfer within your lesson?</i>  |
| <b>Assessment Tools and Data Collection</b> | <b>Guided Practice/ Independent Practice/ Closure:</b>  |
|   | <p style="text-align: center;"><b>Assessment</b></p> <p><i>Can be embedded naturally within the lesson or part of the lesson closure. How will you know your students are learning? What evidence (data) will you collect to ensure concept mastery? Make sure at least one form of assessment is from students' independent practice</i></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Exit ticket</i></li> <li>➤ <i>Demonstration of a skill/task/project</i></li> <li>➤ <i>Questions</i></li> </ul> <p><i>(Think: what academic knowledge and concepts learners were related to our learning goals? How will we know if students achieved these goals?)</i></p>  |

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50

Figure 3. Example of Reflection Questions

| <b>Lesson Study Data Analysis and Debriefing Reflection Questions</b> |  |
|---|--|
| <b>STEP 1</b><br>Reflect independently                                | Transcribe the student behaviors you recorded on sticky notes. Use tally marks to show repeated behaviors.   |
| <b>STEP 2</b><br>Reflect with a partner                               | With a partner, post your sticky notes on the appropriate charts. As you post, study the other observations made by your peers. Jot down notes to describe things you notice in the data.<br>THINK: “Do the students demonstrate the intended learning?”   |
| <b>STEP 3</b><br>Reflect as a team                                    | Use the questions listed at the bottom of this guide to help push our thinking. Take a moment to read through the questions. Feel free to write some notes about your reflections to share during our team discussion.   |
|   | <ul style="list-style-type: none"> <li>• <i>What are some things that we can say about the data on this chart?</i></li> <li>• <i>What do the data tell us about the students' thinking?</i></li> <li>• <i>What in the instruction might have contributed to students being able to demonstrate the learning we intended in this part of the lesson?</i></li> <li>• <i>What in the instruction might have contributed to students not being able to demonstrate the learning we intended?</i></li> <li>• <i>Based on these data, what subsequent instruction might make sense for these students?</i></li> <li>• <i>Why do we think so?</i></li> <li>• <i>What evidence of learning do we want to see in the student work? What might that look like?</i></li> <li>• <i>Based on this work, what might this student be thinking?</i></li> <li>• <i>How would we revise this lesson if we were to reteach it in another class?</i></li> <li>• <i>What did this research lesson experience reveal about the qualities of good lessons?</i></li> </ul> |

USING LESSON STUDY

Figure 3. Peer observation and debriefing template.

Peer Observation & Debriefing

Lesson Study Team Members: \_\_\_\_\_

Content Area Focus: \_\_\_\_\_ Team Member that Taught Lesson: \_\_\_\_\_

| Lesson Focus   |  |
|--|--|
| What was your lesson's focus?  |  |
| Do you believe that this goal was achieved? How do you know? OR What made you believe that the students did not achieve this goal? |  |
| <b>Student Engagement</b>  |  |
| Yes  |  |
| No   |  |
| Uncertain  |  |
| <b>Student Learning</b>  |  |
| Yes  |  |
| No   |  |
| Uncertain  |  |
| <b>Implementation of Evidence Based Practices</b>  |  |
| Yes  |  |
| No   |  |
| Uncertain  |  |
| <b>Suggestions for Future Instruction</b>  |  |

Figure 4. Example of reflection questions.

| Lesson Study Data Analysis and Debriefing Reflection Questions |  |
|--|--|
| <b>STEP 1</b><br>Reflect independently                         | Transcribe the student behaviors you recorded on sticky notes. Use tally marks to show repeated behaviors.   |
| <b>STEP 2</b><br>Reflect with a partner                        | With a partner, post your sticky notes on the appropriate charts. As you post, study the other observations made by your peers. Jot down notes to describe things you notice in the data.<br>THINK: "Do the students demonstrate the intended learning?"   |
| <b>STEP 3</b><br>Reflect as a team                             | Use the questions listed at the bottom of this guide to help push our thinking. Take a moment to read through the questions. Feel free to write some notes about your reflections to share during our team discussion.   |
|  | <ul style="list-style-type: none"> <li>• <i>What are some things that we can say about the data on this chart?</i></li> <li>• <i>What do the data tell us about the students' thinking?</i></li> <li>• <i>What in the instruction might have contributed to students being able to demonstrate the learning we intended in this part of the lesson?</i></li> <li>• <i>What in the instruction might have contributed to students not being able to demonstrate the learning we intended?</i></li> <li>• <i>Based on these data, what subsequent instruction might make sense for these students?</i></li> <li>• <i>Why do we think so?</i></li> <li>• <i>What evidence of learning do we want to see in the student work? What might that look like?</i></li> <li>• <i>Based on this work, what might this student be thinking?</i></li> <li>• <i>How would we revise this lesson if we were to reteach it in another class?</i></li> <li>• <i>What did this research lesson experience reveal about the qualities of good lessons?</i></li> </ul> |