

Lesson Planning and Lesson Study for TeachLive Experience

This assignment has three parts:

- The first is to plan a lesson on **developing classroom expectations** with a team of class colleagues.
- The second is to **teach the lesson using a Japanese Lesson Study** format.
- The third is to **write an individual reflection about the experience and what was learned.**

Assignment Steps

1. Form a group of 4 students to participate in the Japanese Lesson Study together. The groups will be determined by availability on the dates and times our class is scheduled to use the virtual classroom. Each session is 2 hours long and you need to be available for the entire session.

Check out the schedule on Nov 14, 15, 16, 17 here <https://docs.google.com/forms/d/1pXmNdgxvD-g4SC9Z2iHktOWGpz4moX1ALLI2XuVIThc/edit>.

2. Using the Lesson Planning template, **plan a lesson on setting classroom expectations**. The lesson should take 10 minutes. KS education standards for students can be found at <http://community.ksde.org/Default.aspx?tabid=4754> . Use the chapters in your text book on academic, behavioral, and social supports to incorporate into your lesson.

3. Think about the students you met in the virtual classroom and think about what you learned about their personalities, how they interact, and the context of that classroom. On the second page of the lesson plan, identify perceived strengths and challenges for each student and plan the management strategies you might incorporate into your lesson to support these specific students.

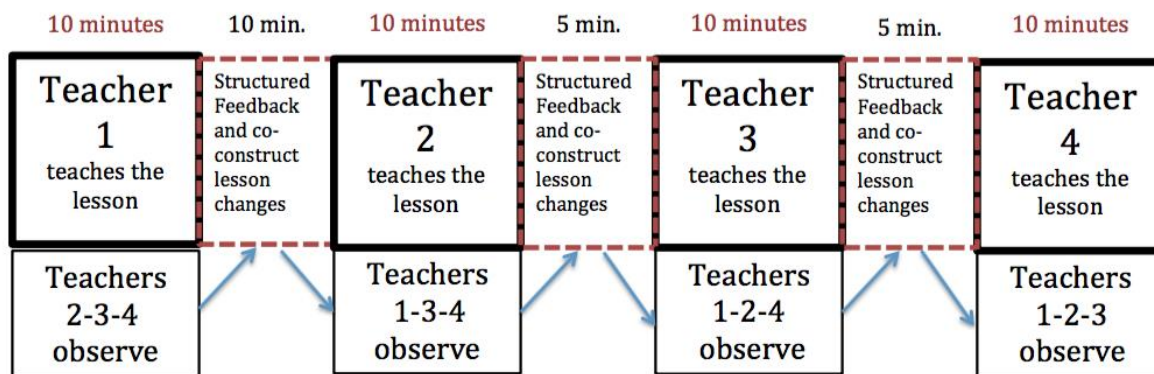
THE LESSON PLAN IS DUE 10/28.

4. Your team will teach your lesson four times. Each of you will teach the 10 minute lesson, then reflect together about what worked and what adjustments might make the lesson better (or different in some meaningful way). Think about 1) the behavior management strategies that support the students and 2) changes to the lesson itself to improve meeting lesson objectives. **NOTE these changes on your lesson plan page 2.** Then the next person in your group will teach the lesson followed by reflection; the third person will teach the lesson again with possible changes, and then a final reflection followed by the fourth person teaching the

lesson one last time. This cycle of planning together, teaching same or similar lessons, followed by group and individual reflection is known as *Japanese lesson study*.

GROUP OF 4 - SAME CONTENT AREA

- Follow the same format for planning the lesson
- Work together to create one common lesson plan that each person will teach in succession
- Plan to spend 1.5 to 2 hours in TeachLivE



Each time the lesson is taught, the class “resets” when using the Mursion virtual classroom and student avatars, so the avatars experience each lesson as a first time experience.

5. Individual reflection on the experience.

After you complete your teaching session in the TeachLivE lab, you will need to reflect on your experience. Critical reflection and analysis of practice is a vital process for all teachers. Reflection allows one to revise and modify teaching practices in order to better serve students.

For this reflection you will need to respond to **each of** the following questions. Each question must be answered in at least 3 sentences or a paragraph.

1. What were your group’s strengths in the planning and delivery of your TeachLivE mini-lesson?
2. What classroom management strategies did your group plan to use? How effective were these strategies?
3. What were some challenges or unexpected responses that arose while you were teaching?

University of Kansas

SPED 326, Fall 2016

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4. What are two changes your group made to your original lesson plan during your TeachLivE session? What was the rationale for each of these changes? Did they make sense to you or would you have chosen differently if doing this experience alone?
5. What are three insights you gained about classroom management as your group delivered, reflected, and revised the lesson plan?
6. Overall, what were your impressions of TeachLivE session and its usefulness as a tool for pre-service teachers?

Grading criteria and rubrics:

Lesson plan – 20 points

Component	0-2	3-4	5	Points Earned
Lesson objectives	No or little thought evident in identifying appropriate learning objectives.	Learning objectives provided, but do not clearly identify expected outcomes.	Learning objectives clearly guide the teacher in developing a lesson leading to expected outcomes.	/5
Lesson components (and materials if appropriate).	Not all lesson parts there, or lesson components do not “flow” or accomplish lesson objectives.	Lesson parts are designed to accomplish lesson objectives. Lack creativity or student engagement opportunities, or are not possible in the time allotted.	Lesson parts are designed to accomplish lesson objectives, “flow”, engage students in a meaningful manner.	/5
Assessment of whether lesson objectives are met	No assessment of lesson objectives is evident, or is insufficient to assess meaningful outcomes.	Assessment of lesson outcomes is done, but does not address lesson objectives sufficiently.	Assessment of lesson outcomes provides meaningful information on whether lesson was successful in meeting objectives.	/5
Modifications to the lesson reflect content learned in class	Modifications to lesson or behavior management strategies not reflective of course content.	Modifications to lesson or behavior management strategies reflective of course content, but better choices could have been made.	Modifications to lesson or behavior management strategies reflective of course content and choices are thoughtful and make sense.	/5
TOTAL				/20

Reflection Rubric – 75 points

Component	0-5	5-10	10-15	Points Earned
Group strengths	No description of group strengths	Group strengths in planning and delivering lesson are partially provided or are unclear	Group strengths in planning and delivering lesson are clearly and thoughtfully described	/15
Classroom management strategies & effectiveness	No description of classroom management strategies and effectiveness	Description of three classroom management strategies and the effectiveness of each strategy are incomplete or vague	Complete and thoughtful description of three classroom management strategies and the effectiveness of each strategy	/15
Challenges & unexpected responses	No description of challenging elements or unexpected responses	Challenging elements and unexpected responses are incomplete or description is vague	Challenging elements and unexpected responses are complete and described in detail	/15
Changes to lesson	No description of changes to lesson	Examples and rationale for two changes to original lesson are incomplete or vague	Provides detailed description of two changes to lesson and the rationale for each change	/15
Insights about teaching and classroom management	No description of insights about teaching and classroom management	Description of three insights about teaching and classroom management are incomplete or vague	Complete and thoughtful description of three insights about teaching and classroom management	/15
Total				/75