



LESSON STUDY

**TEACHERS COLLABORATING TO
IMPROVE INSTRUCTION**



What is Lesson Study?

“Lesson study is really as much of a culture as it is a professional development practice.”

-Tad Watanabe
Kennesaw State University

Lesson Study is:



- ❑ On-going professional development process
- ❑ Utilizes Professional Learning Communities model that puts student learning at its center
- ❑ Allows teachers the opportunity to create high quality instructional practices through collaboration, collectively planning, teaching, observing and analyzing lessons
- ❑ A cycle of learning in which new insights are integrated into subsequent lesson planning



Purpose of Lesson Study:

- To focus on student learning
- To create structured time for teachers to examine their teaching, learning, and collaboratively work together
- To help teacher be more effective and to improve student learning gains
- To improve the lesson planning process, refine instructional strategies and delivery, and evaluate student thinking
- Observers in the lesson study process are focused on students



Benefits



-
- Design better lessons that promote student engagement and thinking.
 - Deepen content/subject matter knowledge.
 - Build supportive collegial relationships.
 - Learn successful instructional strategies and behaviors from other teachers, share and design BEST Practices



Benefits (continued)

- ❑ Improve student learning based on observations and assessments, problem solving
- ❑ Collect and analyze student work and behavior data
- ❑ Directs the teacher's focus to student outcomes
- ❑ Links teacher behaviors to student gains

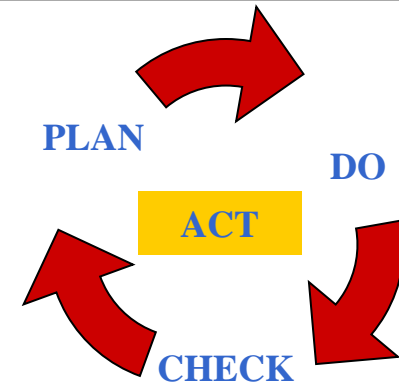


Principal's Role In Lesson Study

- Facilitating the Lesson Study process:
 - Providing necessary resources
 - Committing to long-term teacher and student growth
 - Contributing to a positive school climate/culture
 - Increasing teacher collaboration
 - Increasing teacher autonomy
 - Building trust/community
 - Monitoring the process such as debriefing, reading teacher/team meeting logs or other activities as needed

How does lesson study fit with other initiatives?

- Included in the ACT component of FCIM, gradual release model is focus of lesson delivery
- Part of the Problem Solving and Response to Intervention (RTI) model
- PLCs focus on improving instructional delivery and student achievement
- Data gathered from observations allows teachers to redirect the instructional focus based on student needs



7 Steps Of Lesson Study



Phase I

Step ❶ Form a Lesson Study Team

Step ❷ Select a Lesson to Study

Step ❸ Plan the Lesson to Study (include gradual release model)

Step ❹ Prepare for the Observation

7 Steps Of Lesson Study



Phase II

Step ⑤ Teach and Observe the Lesson

Phase III

Step ⑥ Debrief the Lesson

Step ⑦ Reflect and Revise the Lesson



Phases of A Lesson Study Cycle

- Phase I – Scheduling and Planning
 - Select planning team
 - Decide with the planning team the lesson to be taught (which lesson/time frame)
 - Keep in sync with the pacing guide/calendar
 - Lesson selected should be in core subject area and relate to New Generation State Standards
 - Identify goals and objectives for student learning
 - Collaboratively plan instruction, designed to study a lesson that will be observed
 - Incorporates Gradual Release Model



Teacher's Role In Planning

Who does what?

- Planning Team
 - Decides on lesson to be studied
 - Raises questions and issues about the lesson
 - Makes instructional decisions as a team
 - Completes lesson study meeting log
 - Insures that the **gradual release** process is in lesson plan



The Role of Gradual Release

In Lesson Study



Four Phases of Gradual Release

Explicit Instruction

How will I focus my students on what they need to learn?

Modeled Instruction

How will I show my students what they are expected to do?

Guided Practice/Collaborative

How will I help my students practice?
Incorporate collaborative structures?

Independent practice

How will my students become independent learners?



Explicit Instruction is . . . “I Do”

- Teaching content knowledge/sharing specific information about the lesson
- Hooking students’ attention to be used when introducing a new topic
- Referring to posted essential question
- Introducing the : **WHAT, WHY, HOW, WHEN**
- Making connections to previous learning
- Setting a purpose for learning
- Introducing key vocabulary

Modeled Instruction Is . . . “I Do”

- ❑ Demonstrating the strategy or skill
- ❑ Thinking aloud (how and why)
- ❑ Thinking through the process
- ❑ Students observing and listening



Explicit & Modeled Instruction ... (I DO)

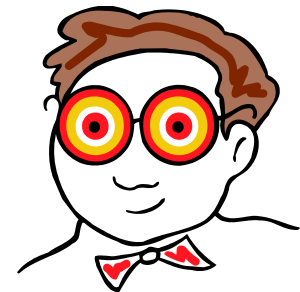
Looks Like:

□ Teacher Behavior

- Sets purpose
- Identifies objectives
- Initiates
- Models
- Explains
- Thinks aloud
- Shows how to do it

□ Student Behavior

- Listens
- Observes
- Asks clarifying questions
- Responds
- Interacts





Guided Practice Is . . . “We Do”

- ❑ Doing it together/collaborative
- ❑ Bridging instruction to independence
- ❑ Working together in whole or small groups
(collaborative structures, cooperative learning groups,
and cooperative pairs)
- ❑ Differentiating instruction
- ❑ Checking for understanding/individual accountability
- ❑ Facilitating the skill development
- ❑ Responding to student needs

Guided Practice & Collaborative Learning . . .

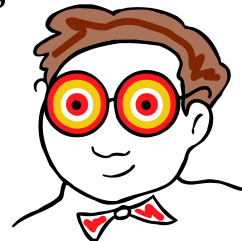
(We Do) Looks Like:

□ Teacher Behaviors

- Demonstrates
- Leads
- Suggests
- Explains
- Responds
- Answers Questions
- Observes
- Assess and intervene as needed
- Circulates

□ Student Behaviors


- Listens
- Interacts
- Questions
- Collaborates
- Responds
- Applies
- Participates
- Predicts/Hypothesizes



Independent Practice Is . . . “You Do”

Through Independent Practice, students have a chance to reinforce skills and synthesize their new knowledge by completing a task on their own.





Independent Practice Is . . . “You Do”

Collaborative or Independent

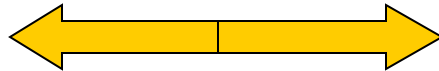
- ❑ Transition from guided practice
- ❑ Students work on their own, in pairs, or small groups to accomplish task
- ❑ Teacher monitors for understanding
- ❑ Teacher provides specific feedback and praise
- ❑ Individual accountability

Independent Practice (You Do)

Looks Like:

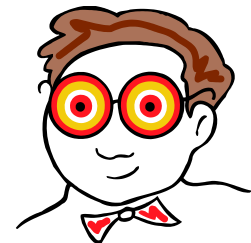
□ Teacher Behavior

- Scaffolds
- Validates
- Teaches as needed
- Assess/Intervention or Extension
- Observes
- Encourages
- Clarifies
- Coaches
- Evaluates and sets goals



□ Student Behavior

- Applies learning
- Initiates
- Practices
- Problem solves
- Approximates
- Self-evaluates, monitors
- Extends and explores
- Sets new goals



Returning to . . .

The Lesson Study Cycle



Phase II – Teaching and Observing

- One planning team member teaches classroom lesson incorporating the four phases of the Gradual Release Model
- Other team members collect data on student thinking, learning, engagement, behavior, etc.
- During the observation, the emphasis is on students



Teacher's Role In Teaching and Observing

Who does what?

□ Teacher Instructor

- Member of the planning team
- Selected to teach the lesson to be studied and observed
(Can be random, selected, or volunteered)
- Shares first during debriefing, reflecting on what occurred; what worked, didn't work, changes

□ Observers

- Begin on a positive note (thank the teacher)
- Discuss what they liked about the lesson
- Members share a different part of the lesson
- Share specific evidence from their observation

What Observers Look For

Examples:



Gradual Release

Timing/Pacing

Student Engagement

Transitions

Materials In Place

Student Behavior


Evidence of Student
Learning

Environment/Print Rich

Phase III – Debriefing, Reflecting and Revising

- Share and analyze data collected
- Find evidence to support that student learning is occurring
- Suggest improvements to the lesson





Phase III - continued

- Revise and improve the lesson based on the data collected
- Develop a meeting log that includes a revised lesson plan, student data, and reflections (see forms)
- Share the lesson with all the members of the team



Teacher's Role In Debriefing

Who does what?

□ Facilitator

- Begins the feedback session by outlining the agenda
- Introduces group members and their role
- Reviews the debriefing process
- Shares the group norms
- Keeps the conversation moving

Teacher's Role In Debriefing (continued)

Who does what?

- Time Keeper
 - Honors times limits
 - Structures debriefing session
- Recorder
 - Takes notes
 - Provides brief written summary of debriefing session
 - Records comments of suggestions for change

Key Tips For Debriefing the Lesson

- Observers should take detailed notes and gather evidence without making judgments to share during the debriefing session
- The lesson study team meets in a **colloquium**
 - Debriefing begins with the teacher's reflections who taught the lesson
 - Other members of the team share data they collected during the lesson
- Teams may then make the decision to revise, re-teach or simply apply what they have learned to another lesson.



Lesson Study Cycle



A suggested cycle might look like this:


(It is important to have Phase II & III close together to get the greatest impact and to insure the data is new.)

Phase I Scheduling & Planning	Phase II Teaching & Observing	Phase III Debriefing, Reflecting & Revising
Approximately 3 weeks	1 week	Approximately 1 week
	Could	overlap



In Summary, Lesson Study Outcomes . . .

- ❑ Development of team created lesson plans which include all phases of gradual release model or lesson delivery
- ❑ Strengthens teaching and student learning
- ❑ Provides a model that supports fellow teachers in Professional Learning Communities
- ❑ Emphasis is placed on student learning and engagement
- ❑ Increases student achievement



“There’s no such thing as the perfect lesson,
the perfect day in school or the perfect teacher.
For teachers and students alike, the goal is not
perfection but persistence in the pursuit of
understanding important things.”

- Tomlinson and McTighe