

PROFESSIONAL LEARNING STRUCTURE

Lesson Study





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Guide on How to Engage in Lesson Study Planning

What is Lesson Study?

Lesson Study is a standards-based collaborative process used to improve instruction. Teacher-led teams regularly meet on a mutually agreed schedule to engage in the lesson study cycle. One of the goals of this instructional planning model is to identify academic achievement gaps and students' challenges. Teachers will then examine and refine lessons that address these concerns. Common Core Learning Standards, curriculum, learning styles, resources, short-term and long-term goals and all the other critical elements in designing a coherent lesson are taken into consideration in the planning. Teacher teams engage in collaborative pre-teaching and post-teaching discussion, preparation and reflection when selecting a lesson to teach, refine and reteach.

Why Lesson Study?

Lesson Study allows teachers to grow and develop together professionally. This practice promotes a risk-free environment where everyone is a valued contributor. The knowledge of their students and curriculum increases as a result of several focused discussions and reflection. This instructional approach enables teachers to be self-directed learners who are intrinsically motivated to embrace changes to improve their own practice. Teachers get to learn each other's strengths and areas for growth. Respect and trust for other's opinions and perspectives grow. Consequently, they capitalize on each other's strengths, leading to a more proficient way of working productively by building a repertoire of strategies for best practice. Furthermore, this process allows for teams of empowered teachers to build a collection of valuable lessons that can be shared within the school community, thus boosting morale, confidence and collaboration.

How Can We Engage in Lesson Study? A Step-by-Step Guide

1. Form a Lesson Study Team and determine a definite schedule to conduct the study. Set norms, identify roles and agree on using consensus decision-making when meeting.
2. As a team, identify a concept that students have challenges or difficulty learning. Use all relevant formative and summative assessment data to support your decision. Teachers select an overarching goal and related research question to explore. This research question then serves to guide the work on all the study lessons.
3. Gather resources and revisit the Common Core Learning Standards to determine what students need to know and be able to do.



4. Consider these critical elements when agreeing on a lesson to collaboratively examine, analyze, plan, and teach.
 - a) Engaging students in learning
 - b) Asking high-level questions that promote discussion and thinking
 - c) Anticipating students' responses
 - d) Responding to misconceptions or misunderstandings
 - e) Ending the lesson
 - f) Assessing if students understood what was taught
5. Ask a volunteer teacher to teach the lesson. The rest of the team gathers in the classroom to observe the teaching and learning process. As the lesson is taught, low inference notes (see Appendix C) are taken by the teachers observing the lesson.
6. Conduct a post-lesson discussion meeting promptly. Engage in a comprehensive post-lesson discussion highlighting the valuable information collected. Share why you think the lesson achieved its goals or not.
7. Consider all relevant recommendations and revise/refine the lesson accordingly, paying attention to the essential lesson elements mentioned above.
8. Reteach the refined lesson by another teacher in a timely manner. Continue the process with teachers observing and writing low inference notes.
9. Meet and reflect to determine the strengths of the lessons and areas in need of modification. Refine further if necessary.
10. Plan next steps.



Appendix



Ask questions

Engage fully

Integrate new information

Open your mind to diverse views

Utilize what you learn.



Consensus-Decision Making Process

Consensus is...

- A proposal acceptable enough that all members can “live with it.”
- When all members agree to support it.

Consensus is not ...

- A unanimous vote—consensus may not represent everyone’s first priorities.
- A majority vote—only the majority gets something, the rest “lose,” which is not what consensus is all about.
- When everyone is totally satisfied.

Consensus requires...

- Time. It takes longer than a majority vote!
- Active participation of all group members.
- Skills in communication, listening, conflict resolution, discussion, facilitation.
- Creative thinking and open-mindedness.

One method for reaching consensus is called the **Consensus Workshop**. Adapted from The Consensus Workshop of The Technology of Participation, Institute of Cultural Affairs (ICA).

Steps:

1. **Set a context:** Post a single, open-ended focus question.
2. **Brainstorm in layers:** Start with silent individual brainstorming, and then ask participants to select their personal top three to share in a small group. Ask small groups to agree on a specified number of distinct ideas to print clearly onto large cards, one idea per card. Invite the small groups to share their answers with the whole group by gradually calling for the cards.



3. **Cluster ideas:** When there are about 15 cards on the wall, ask the group to create pairs of cards with similar intent. Move cards with similar ideas together, first in pairs, then in larger groupings, or clusters. Ask each small group to hand up additional cards, a few at a time, until you have all the cards from all the groups. Make note of repetitions with a check mark, but do not re-post.
4. **Name the clusters:** After all the cards are placed on the wall in clusters or columns, give each cluster a 3–5 word title that answers the focus question.
5. **Confirm the resolve:** After naming all the clusters, review the titles to ensure clarity. Discuss the overall impact the ideas will have, and confirm that they represent the consensus of the whole group.
6. **Gain commitment:** List the immediate next steps.

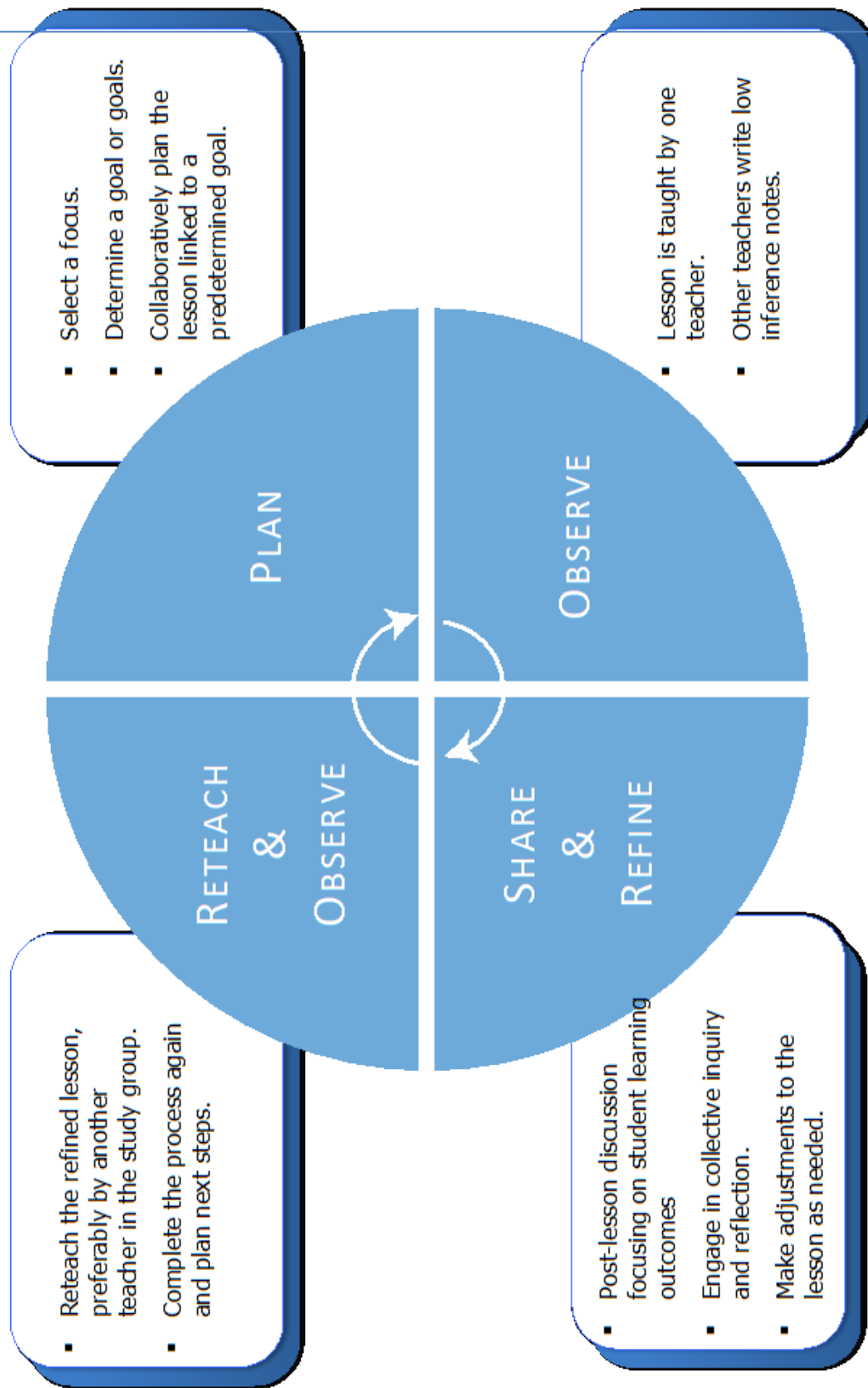


Low Inference Notes

Time	Teacher's Actions	Student Actions



LESSON STUDY CYCLE



Alignment with AFT professional development guidelines

- Deepens and broadens knowledge of content
- Examines pedagogy
- Focuses on teaching and learning
- Uses and creates research
- Is aimed at improving learning
- Is intellectually engaging and addresses the complexity of teaching
- Helps teachers integrate new knowledge and skill into practice
- Is designed by teachers and supported by experts in their field
- Is job and site specific

Lesson study thrives in a collaborative

atmosphere. It is crucial that study group members be released to observe and discuss the research lessons when they are taught. Some principals also can create time for groups to meet during the school day.

The AFT offers limited support to locals wishing to begin lesson study. The AFT can also put you in touch with active lesson study groups and experts.

Web Resources

Global Education Resources

<http://www.globaledresources.com>

Lesson Study Group at Mills College

<http://lessonresearch.net>

Lesson Study Research Group

<http://www.te.edu/centers/lessonstudy>

Research for Better Schools

http://www.rbs.org/lesson_study



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LESSON STUDY

TEACHER-LED PROFESSIONAL LEARNING



What is Lesson Study?

One of the most frequent forms of professional development in Japan is lesson study. Groups of two or three teachers meet for intensive planning and study of two or three publicly taught lessons a year. Observation and discussion of the collaboratively planned lessons lead to learning that is transferable to daily practice. Lesson study themes and topics in the U.S. often relate to state and local standards with which students are having difficulty.

During the lesson study process teachers

1. increase their knowledge of academic content;
2. explore ways to engage students; and
3. observe how students think about what they are learning.

This contributes to deeper understanding by teachers and greater learning by students.

Lesson Study process

1. Select a theme and topic
2. Study materials and experiences related to the topic
3. Specify what students should know and be able to do related to the topic
4. Lay out a unit of study and decide which part to teach for the study lesson
5. Design the study lesson paying attention to:
 - a. engaging students
 - b. a question or task to provoke thinking
 - c. anticipation of student responses
 - d. how to address errors
 - e. how to close the lesson
 - f. points for evaluation
6. Teach the lesson as observers take notes
7. Hold a post-lesson discussion that includes comments by an expert in the field
8. Revise and reteach



From a Rochester, N.Y., study lesson on place value.

Lesson Study content

Lesson study groups can be formed in a content area. Broad school goals, such as will be able to justify their work” or “Students develop perseverance with difficult tasks” can be incorporated into various content areas.

Most, although not all, lesson study groups are based. Some are formed in grade levels or a grade levels, some work across several grade levels across schools. In secondary schools, group department based.

A unique combination

The lesson study process incorporates

- The standards-based instruction planning
- Teacher inquiry and leadership
- Focus on students and how they think about a lesson
- Gathering and discussing evidence
- Post-lesson discussion centered on team-established goals
- Collaborative responsibility
- Expanded knowledge of how content develops across grades
- Linking to local standards, curricula and standards
- Observation of teaching and students working

Uses of Lesson Study

- Follow-up support for new learning
- Gathering data to help shape classroom instruction
- Implementing standards-based instructional
- Integration of craft knowledge and research
- Deepening understanding of curriculum and learning trajectories
- Deepening understanding of lesson coherence and focus