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 the 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 unlimited 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.globalresources.com

Lesson Study Group at Mills College
http://lessonresearch.net

Lesson Study Research Group
http://www.tc.edu/centers/lessonstudy

Research for Better Schools
http://www.rbs.org/lesson_study
What is Lesson Study?

The most frequent form of professional development in Japan is lesson study. Groups of 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

Lesson Study content

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

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

A unique combination

The lesson study process incorpoa

- 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 s
- Observation of teaching and students wot

Uses of Lesson Study

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