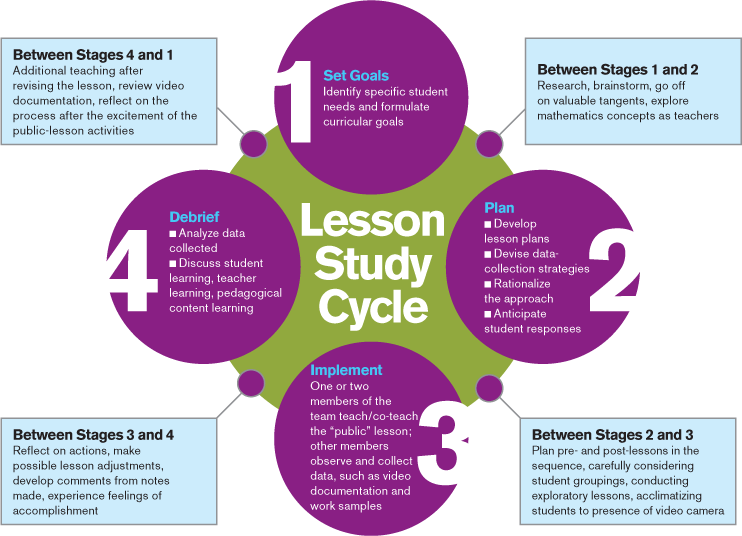
**Tiger Academy Charter School**

**Lesson Study**

**Spring 2015**



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**Lesson Study Roles and Responsibilities**

**Facilitator:**

* Maintain coherence in planning
* Focus on how the lesson will meet the research goals
* Establish an environment of collaboration
* Clarify teachers’ gaps in understanding of the content
* Listen carefully to what each teacher is sharing, sometimes clarifying a point being made, other times probing for more information and sometimes modeling or coaching

**Content Expert (Optional):**

* Understand what the lesson writers are trying to accomplish
* Determine whether the team’s goals are being met
* Clarify teachers’ gaps in understanding of the content
* Provide suggestions for goals, assessment, and/or lesson content

**Teachers:**

* Discuss goals for students and content
* Build the research lesson
* Observe and teach lesson
* Participate in debrief

**Lesson Study Group Members: Each Participant Chooses 1-2 (Depending on group size)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ROLE** | **NAME** | | | |
| Facilitator |  | | | |
| Content Expert (optional) |  | | | |
| Teach Lesson | Day 1 | Day 2 | Day 3 | Day 4 |
| Recorder – PLANNING (Writes on chart paper or board for public view) |  | | | |
| Note Taker (Record and distribute notes that summarize discussions and capture important decisions). |  | | | |
| Timekeeper (Reminds group of upcoming meetings and/or events) |  | | | |
| Photographer/Videographer |  | | | |
| Recorder – DEBRIEFING (Writes on chart paper or board for public view) |  | | | |
| Observer |  | | | |
| Observer |  | | | |
| Observer |  | | | |
| Observer |  | | | |

**Lesson Study: Group Goal Selection (Math or Reading)**

|  |
| --- |
| **What gaps do you see between these aspirations and how children are actually developing at your school?**   * As a group, identify a gap you would like to focus on with the lesson study. |
| ***EXAMPLES***   * ***I want my students to be curious about mathematics. They should not see mathematics as something that they are forced to learn in school, but otherwise have no interest in. I want them to realize that mathematics in inherently interesting and I want them to be motivated to learn mathematics not only in school, but also from their peers and their environment.*** * ***I have noticed that my students don’t seem to care about mathematics. They have no apparent curiosity about numbers or what they could mean. They don’t ask questions, or really want to discover the answers to questions that I pose to them.*** * ***The lack of student curiosity about mathematics.*** * ***To develop students who are curious about mathematics, and who will engage in mathematics to satisfy their curiosities.*** |

**Lesson Study: Group Goal Selection**

|  |
| --- |
| **What aspirations do you have for your students?**   * What qualities do you want your students to have by the time they leave your school? * What kinds of learning behaviors do you want them to exhibit? |
|  |
| **What gaps do you see between these aspirations and how children are actually developing at your school?**   * As a group, identify a gap you would like to focus on with the lesson study. |
|  |
| **Discuss these gaps with your group. As a group, select a “gap” that you would like to focus on with your lesson study. What “gap” have you selected?** |
|  |
| **Write a group goal that clearly articulates the quality you would like to develop in your students.** |
|  |

**Tiger Academy Charter School – Lesson Study (2014-2015)**

**Part One: General Information**

|  |  |
| --- | --- |
| **Subject:** | **Other Participants:** |
| **Facilitator:** | **Recorder:** |
| **Teachers:** | **Approx. Implementation Date:** |
| **Topic:** | |

|  |
| --- |
| 1. **Background Information** |
| 1. Goal of the Lesson Study Group: 2. Narrative Overview of Background Information: |
| 1. **Standards Addressed: (Please give brief descriptions as well as standard numbers and grade level.)** |
|  |
| 1. **Unit Information** |
| 1. Name of Unit: 2. Goal (s) of the unit: 3. How this unit is related to the curriculum: 4. Instructional sequence for the unit: |
| 1. **Lesson Information** |
| 1. Name of the lesson: 2. Goal(s) of the lesson: 3. How this lesson is related to the lesson study goal: 4. Process of the lesson study (Lesson Outline): |
| **Representative assessment items: What should a student be able to do as a result of this lesson? Objective (Please include solutions.)** |
|  |
| **How is this topic related to standards or objectives in earlier and later courses or lessons?** |
|  |
| **How will students think about this topic? What misconceptions might they have?** |
|  |
| **What language issues (vocabulary, etc.) are relevant to this lesson?** |
|  |

**Lesson Assignments: Each Participant Chooses 1-2 (Depending on group size)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1** | | | | |
| **ROLE** | **NAME** | | | |
| Facilitator |  | | | |
| Teach Lesson | Day 1 | Day 2 | Day 3 | Day 4 |
| Recorder - Planning |  | | | |
| Observer - Timekeeper |  | | | |
| Observer – Teacher Questions |  | | | |
| Observer – Student Interactions |  | | | |
| Observer - |  | | | |
| Observer - |  | | | |
| Photographer/Videographer |  | | | |
| Recorder – De-briefing |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 2** | | | | |
| **ROLE** | **NAME** | | | |
| Facilitator |  | | | |
| Teach Lesson | Day 1 | Day 2 | Day 3 | Day 4 |
| Recorder - Planning |  | | | |
| Observer - Timekeeper |  | | | |
| Observer – Teacher Questions |  | | | |
| Observer – Student Interactions |  | | | |
| Observer - |  | | | |
| Observer - |  | | | |
| Photographer/Videographer |  | | | |
| Recorder – De-briefing |  | | | |

**Lesson Assignments: Each Participant Chooses 1-2 (Depending on group size)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 3** | | | | |
| **ROLE** | **NAME** | | | |
| Facilitator |  | | | |
| Teach Lesson | Day 1 | Day 2 | Day 3 | Day 4 |
| Recorder - Planning |  | | | |
| Observer - Timekeeper |  | | | |
| Observer – Teacher Questions |  | | | |
| Observer – Student Interactions |  | | | |
| Observer - |  | | | |
| Observer - |  | | | |
| Photographer/Videographer |  | | | |
| Recorder – De-briefing |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 4** | | | | |
| **ROLE** | **NAME** | | | |
| Facilitator |  | | | |
| Teach Lesson | Day 1 | Day 2 | Day 3 | Day 4 |
| Recorder - Planning |  | | | |
| Observer - Timekeeper |  | | | |
| Observer – Teacher Questions |  | | | |
| Observer – Student Interactions |  | | | |
| Observer - |  | | | |
| Observer - |  | | | |
| Photographer/Videographer |  | | | |
| Recorder – De-briefing |  | | | |

**Part Two: Math Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: | Grade Level – | Week of: | Day(s) M T W Th F |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject/Content:** | | **Instructional Focus** | |
| **Math FL Standard(s):** | | **Goals:**  **Students will be able to…:** | |
| **Vocabulary:** | | **Materials/Resources:** | |
| **Essential Question:** | | **Higher Order Questions:** | |
| **Launch (10 min.): State the focus of the concept and skill. Make expectations explicit.** | | | |
| **Explore/Procedures (20-25 min.):** Monitor student work and make anecdotal notes of misconceptions. Teacher develop the summarize section by noting different strategies that will be addressed in the closing. | | | |
| **Summarize/Closing (25-30 min.):** Chose 3 student (low, medium, high) volunteers to share strategies. Teacher scaffolds problem solving strategies from least efficient to most efficient. Help students make connections to the main concept from the lesson. | | | |
| **Exit Ticket:** | | **Home Learning:** | |
| **Assessment:** | | | |
| **Differentiated Instruction:** | | | |
| **Safety Net/RtI: Small Group Instruction** | | | |
| **Group 1** | **Group 2** | | **Group 3** |
| **Standard:**  **Task:**  **Focus:** | **Standard:**  **Task:**  **Focus:** | | **Standard:**  **Task:**  **Focus:** |
| **Lesson Reflection/Next Steps:** | | | |

**Part Two: Reading Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: | Grade Level: | Week of: | Day(s):M T W Th F |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject/Content:** | | **Instructional Focus:** | |
| **FL Standard(s):** | | **Goal/Objective:** | |
| **Vocabulary** | | **Materials/Resources:** | |
| **Essential Question:** | | **Higher Order Question(s):** | |
| **Mini-Lesson/Opening:** | | | |
| **Work Period:** | | | |
| **Closing/Exit Ticket:** | | **Home Learning:** | |
| **Assessment:** | | | |
| **Differentiated Instruction(Safety Net/RtI)** | | | |
| **Group 1** | **Group 2** | | **Group 3** |
| **Standard:**  **Task:**  **Focus:**  **Student Name(s):** | **Standard:**  **Task:**  **Focus**  **Student Name(s):** | | **Standard:**  **Task:**  **Focus**  **Student Name(s):** |
| **Lesson Reflection/Next Steps:** | | | |

**Lesson Study Protocol**

*The following protocol guidelines are meant to facilitate the lesson observation and debriefing process. Although these guidelines are meant to make these activities more constructive and efficiently organized, they are not meant to minimize the critical or reflective nature of the feedback.*™

**Observing the lesson:**

1. The observers, including the teachers who helped plan the lesson, should NOT interfere with the natural process of the lesson (e.g., by helping students with a problem). However, observers are permitted to circulate around the classroom during seatwork, as well as communicate with students for clarifying purposes only (e.g., if they could not clearly hear what a student was saying). Otherwise, observers should stand to the back and sides of the classroom.
2. It is a good idea for observers to note their observations on the lesson plan itself. This procedure will not only help observers focus on the goals and activities of the lesson, but also help them organize their feedback for later.
3. It is also a good idea for observers to distribute observations among themselves. For example, a few clusters of observers could watch assigned groups of students, another observer (usually one of the planning teachers) could keep time, etc. The teacher should also prepare for this observation by distributing seating charts among the observers (if seating charts are not available, s/he could place nametags on each student), so that observers can conveniently refer to the children by name when discussing their observations and sharing their feedback. ™

**Preparing for the feedback session:**

1. Instead of discussing the lesson immediately after it has been taught, the entire group should take a break to relax and gather their thoughts.
2. The group who planned the lesson should assign roles among themselves in order to help keep the discussion focused and on track. These roles include: moderator/ facilitator (usually a member of the planning group besides the teacher who taught the lesson), timekeeper, and recorder(s).
3. The teachers who planned the lesson should sit together at the front of the room in panel formation during the feedback session. The purpose of this setup is to emphasize the idea that the entire group (not just the teacher who taught the lesson) is receiving the feedback.

**Suggestions for sharing feedback about the lessons:**

1. The moderator/ facilitator should begin the feedback session by (1) outlining the agenda for the discussion (e.g., “first we will hear from the teachers who planned the lesson, and then…”); and by (2) briefly introducing the goals of the planning group.
2. The teacher who taught the lesson should have the first opportunity to comment on his/ her reactions to the lesson, followed by the other planning group members. S/he should address what actually occurred during the lesson (e.g., what worked, what did not work, what could be changed about the lesson, etc.).
3. The planning teachers should also raise questions/ issues that were raised during the planning sessions, and describe how these concerns were addressed by the instructional decisions they made for the study lesson. If the feedback session is after the second implementation of a study lesson, the planning members should clarify what changes were made between the two lessons, and how these changes related to the goals of the lesson.
4. The planning teachers should direct the observers to give them feedback that is related to the goals of the lesson. The observers can then share feedback about the lesson that helps the planning teachers address these goals. For example, observers could share their suggestions about how they might have done something differently in their own classes. Or, they could ask the planning teachers about their rationales for making certain decisions about the lesson (e.g., “Why did you choose those numbers for that problem?”).
5. When observers share their feedback, they should begin on a positive note by thanking the teacher who taught the lesson and discussing what they liked about the lesson. Observers should then share critical feedback by supporting their statements with concrete evidence. For example, they could comment on specific observations from this particular lesson (e.g., “I saw student X do this…”), or make suggestions that draw upon their own experiences (e.g., “When I taught a similar lesson, I did (blank) differently because…”).
6. Each observer should comment on a specific aspect of the lesson, and then give other observers the opportunity to comment on this point or related aspects of the lesson. This procedure prevents the feedback session from becoming dominated by one observer, and allows others to share their insights. If an observer would like to share something that is not being discussed at that point, s/he can write it down for later.
7. Similarly, the teacher(s) who planned/ taught the lesson should wait until a few comments about a particular aspect of a lesson have been received before responding to the observers. This waiting etiquette prevents the discussion from becoming a point-volleying session, and allows all participants to voice and absorb the feedback in a reflective manner. In addition, the moderator should be responsible for proactively keeping the debriefing session on track.
8. The timekeeper should remind the group when time is running short, so that the group can meaningfully wrap up their debriefing session. If an outside advisor is present, the feedback session should end with general comments from that person.

**Debrief Protocol**

**Reporting**

In the first part of the debrief, each group member takes 3 to 4 minutes to report his observations. This is not the time for questions or discussions:

1. Teacher reflects on lesson (goals, difficulties, observations)
2. Each group member reports data
3. Expert shares observations (optional)
4. Facilitator summarizes findings

**Discussion**

Use the following outline to guide the discussion. This outline will be part of the lesson study report.

A. **Analysis of student learning**

1. Discuss the extent to which your learning goals were attained and describe the evidence that indicates that these goals were met.

2. Identify what key activities, strategies, or portions of the instructional sequence contributed to students achieving the learning goals. Be sure to explain how you know that this occurred (observed evidence of student learning).

3. Identify any activities or instructional strategies that impeded student learning.

4. Did this lesson have any unexpected outcomes in student learning? These could be good things (something went “better” than expected) or things that impacted student learning in a negative way (things did not go as planned, new misconceptions were created, etc.)

B. **Assessment of the research goal:**

To what extent do you feel this lesson helped further your students’ progress toward the research goal? Discuss what observed evidence supports your conclusion.

C. **Reflection**

1. If you were to re-teach the lesson, what revisions would you make? Why?

2. Reflect on the lesson study process. What did you learn about teaching and learning? What elements of the lesson will you take back to the classroom?

3. What aspects of the lesson study process would you change (if any)?

**Debrief Session**

**Day 1**

**Analysis of Student Learning:**

|  |
| --- |
| **Discuss the extent to which your learning goals were attained and describe the evidence that indicates that these goals were met.** |
|  |
| **Identify what key activities, strategies, or portions of the instructional sequence contributed to students achieving the learning goals. Be sure to explain how you know that this occurred (observed evidence of student learning).** |
|  |
| **From your observations, identify any activities or instructional strategies that impeded student learning.** |
|  |
| **Did the lesson have any unexpected outcomes in student learning? These could be good things (something went “better than expected) or things that impacted student learning in a negative way (things did not go as planned, new misconceptions were created, etc.)** |
|  |

**Assessment of the Research Goal:**

|  |
| --- |
| **To what extent do you feel this lesson helped further your students’ progress toward the research goal? Discuss what observed evidence supports your conclusion.** |
|  |

**Reflection:**

|  |
| --- |
| **If you were to re-teach the lesson, what revisions would you make? Why?** |
| **Lesson Structure** |
| **Materials/Manipulatives** |
| **Grouping** |
| **Higher Order Questioning** |

**Debrief Session**

**Day 2**

**Analysis of Student Learning:**

|  |
| --- |
| **Discuss the extent to which your learning goals were attained and describe the evidence that indicates that these goals were met.** |
|  |
| **Identify what key activities, strategies, or portions of the instructional sequence contributed to students achieving the learning goals. Be sure to explain how you know that this occurred (observed evidence of student learning).** |
|  |
| **From your observations, identify any activities or instructional strategies that impeded student learning.** |
|  |
| **Did the lesson have any unexpected outcomes in student learning? These could be good things (something went “better than expected) or things that impacted student learning in a negative way (things did not go as planned, new misconceptions were created, etc.)** |
|  |

**Assessment of the Research Goal:**

|  |
| --- |
| **To what extent do you feel this lesson helped further your students’ progress toward the research goal? Discuss what observed evidence supports your conclusion.** |
|  |

**Debrief Session**

**Day 3**

**Analysis of Student Learning:**

|  |
| --- |
| **Discuss the extent to which your learning goals were attained and describe the evidence that indicates that these goals were met.** |
|  |
| **Identify what key activities, strategies, or portions of the instructional sequence contributed to students achieving the learning goals. Be sure to explain how you know that this occurred (observed evidence of student learning).** |
|  |
| **From your observations, identify any activities or instructional strategies that impeded student learning.** |
|  |
| **Did the lesson have any unexpected outcomes in student learning? These could be good things (something went “better than expected) or things that impacted student learning in a negative way (things did not go as planned, new misconceptions were created, etc.)** |
|  |

**Assessment of the Research Goal:**

|  |
| --- |
| **To what extent do you feel this lesson helped further your students’ progress toward the research goal? Discuss what observed evidence supports your conclusion.** |
|  |

**Debrief Session**

**Day 4**

**Analysis of Student Learning:**

|  |
| --- |
| **Discuss the extent to which your learning goals were attained and describe the evidence that indicates that these goals were met.** |
|  |
| **Identify what key activities, strategies, or portions of the instructional sequence contributed to students achieving the learning goals. Be sure to explain how you know that this occurred (observed evidence of student learning).** |
|  |
| **From your observations, identify any activities or instructional strategies that impeded student learning.** |
|  |
| **Did the lesson have any unexpected outcomes in student learning? These could be good things (something went “better than expected) or things that impacted student learning in a negative way (things did not go as planned, new misconceptions were created, etc.)** |
|  |

**Assessment of the Research Goal:**

|  |
| --- |
| **To what extent do you feel this lesson helped further your students’ progress toward the research goal? Discuss what observed evidence supports your conclusion.** |
|  |

**Reflections on Lesson Study**

|  |
| --- |
| If you were to re-teach the lesson, what revisions would you make? Why? |
|  |
| Reflect on the lesson study process. What did you learn about teaching and learning? What elements of the lesson will you take back to the classroom? |
|  |
| What do you see as the most helpful or appealing of lesson study? Why? |
|  |
| What do you see as the most challenging or problematic aspects of lesson study? Why? What kinds of support would need if you were to undertake a lesson study? |
|  |