

Lesson Study

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Session Objectives



- Participants will:
 - Develop common understanding of Lesson Study
 - Develop teaming structure for Lesson Study
 - Vision, mission, norms, roles, norms, procedures
 - Schedule PD and team meetings (calendar)
 - Select research theme, topic, content area
 - Identify content area standard(s)
 - Prepare for Step 2

Advance Organizer

- Lesson Study
 - Background, Definition
- Develop Team Infrastructure
 - Roles, Norms, Procedures, Vision, Mission
- Determine Focus Area
 - Investigate and Select Research Theme
 - Select Content, Topic
 - Identify Standards
- Identify Next Steps

Getting Started

- Materials
 - Handouts
 - Electronic Materials



Norms: The “A E I O Us”

A few agreements for our work together:

- Ask questions
- Engage fully
- Integrate new information
- Open your mind to diverse views
- Utilize what you learn



KEEP
CALM
AND
FOLLOW
THE NORMS

Think and Share

On your own, think about ...



Share out...



Consider this...

“Improving something as complex and culturally embedded as teaching requires the efforts of all the players including students, parents and politicians. *But the teachers must be the driving force behind change.* They are best positioned to understand the problems that students face and *to generate solutions.*”



Lesson Study Reflections

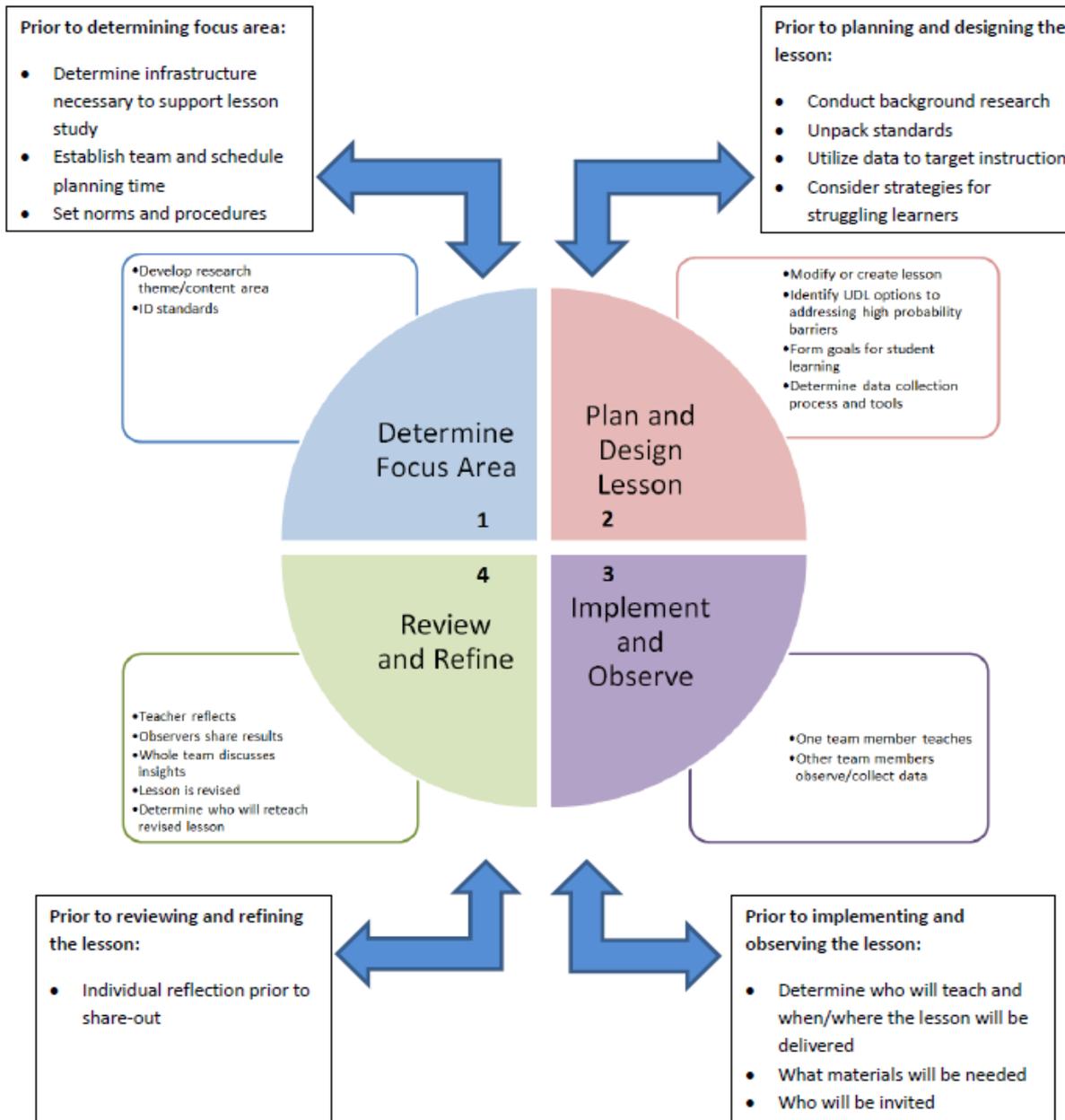
Lesson Study teams can use this reflection document throughout Lesson Study Professional Learning series to capture big ideas, key thoughts, critical learning related to implementation of Lesson Study.

K	Q	T
What I <u>K</u>now about Lesson Study?	What <u>Q</u>uestions do I or my team still have about Lesson Study	What are my <u>T</u>houghts about Lesson Study?

What is Lesson Study?



Lesson Study Cycle

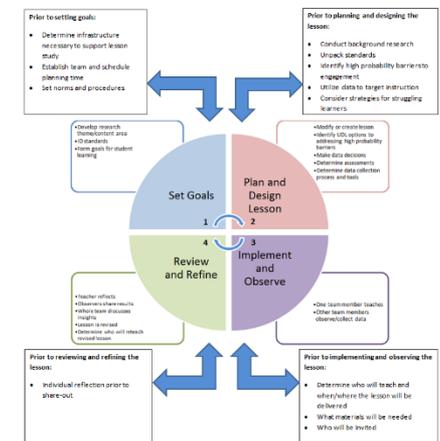


Lesson Study Defined

“LS typically involves a group of 3 - 7 **teachers** working **collaboratively** through *cycles* of:

- ✓ *planning,*
- ✓ *teaching,*
- ✓ *observing,*
- ✓ *evaluating,* and
- ✓ *revising* a lesson

in order to **develop improved ways** of supporting pupils' learning.”



Lesson Study Defined

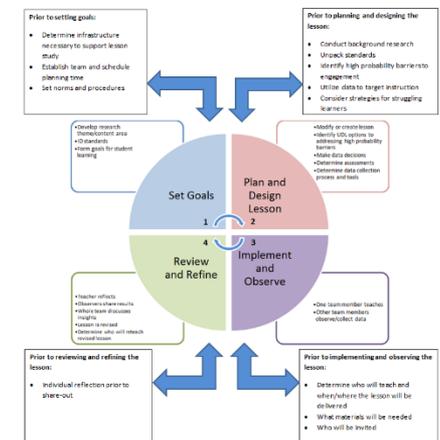
“Lessons that are developed through LS process can be understood as

working hypotheses,

developed together by *teachers* in Lesson Study *teams* about how best to

support pupils' learning

in relation to a specific problem or issue their pupils encounter in their learning”.



Lesson Study Background

- Practiced in China and Japan since 1900-1950's
- 1999 *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*
 - Investigation of large achievement gaps in math (TIMMS) between US, Germany and Japan
 - Differences between Japan and US scores attributed to teaching practices- literally translated as: Lesson Study
- 2005 World Association of Lesson Study established
 - Members from 60 countries

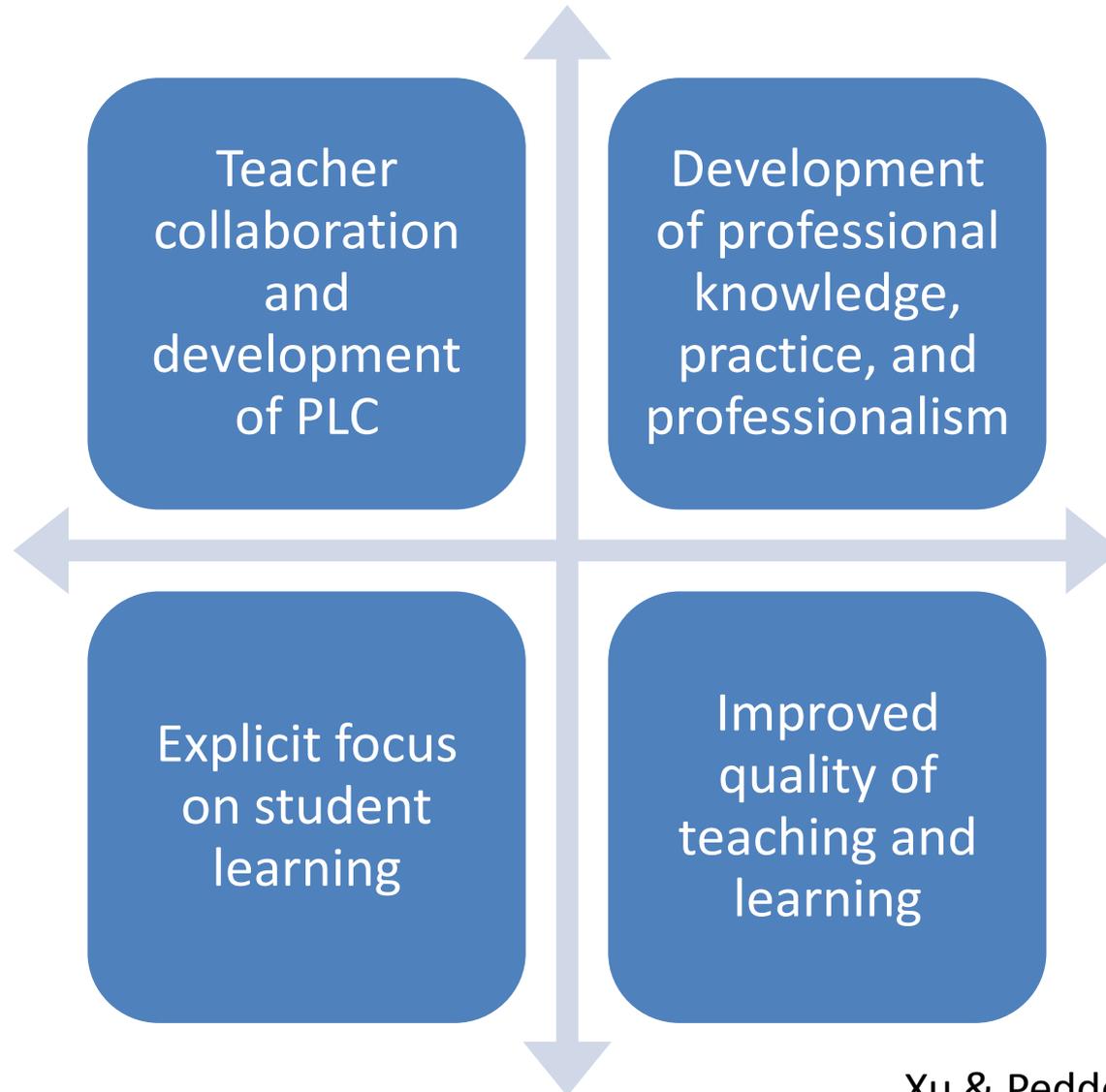
Context for Lesson Study

- Classrooms are far from the ideal learning environments
 - Large amount of content to cover
 - Vast diversity among learners (Desforges, in Dudley 2015)
 - Teacher is outnumbered 20-30:1

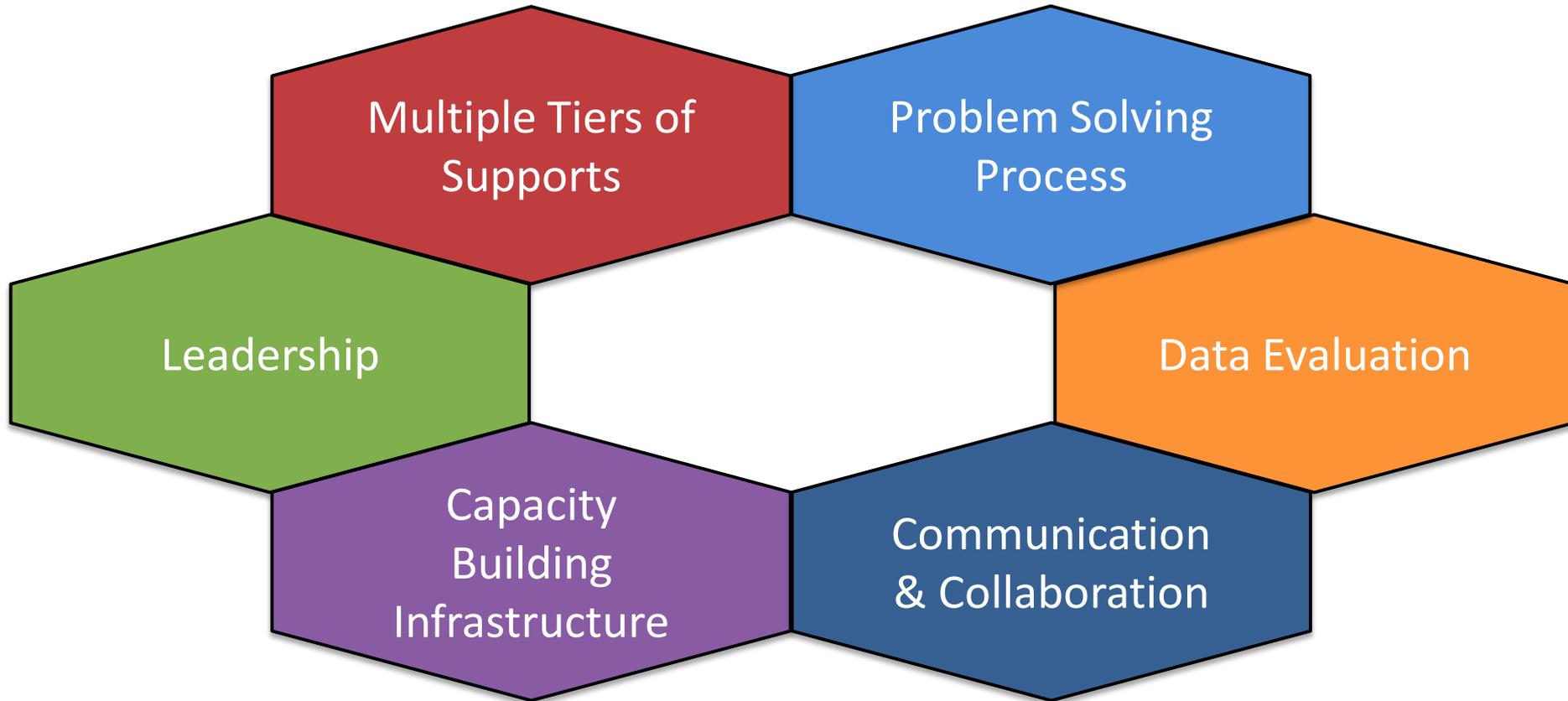
A Lesson is like a swiftly flowing river...

- Primary grades teachers engage in 200-300 exchanges every hour with students
 - Results in tacit knowledge
 - teachers often do not consciously have access to

Research Outcomes of Lesson Study



Lesson Study in the Context of MTSS

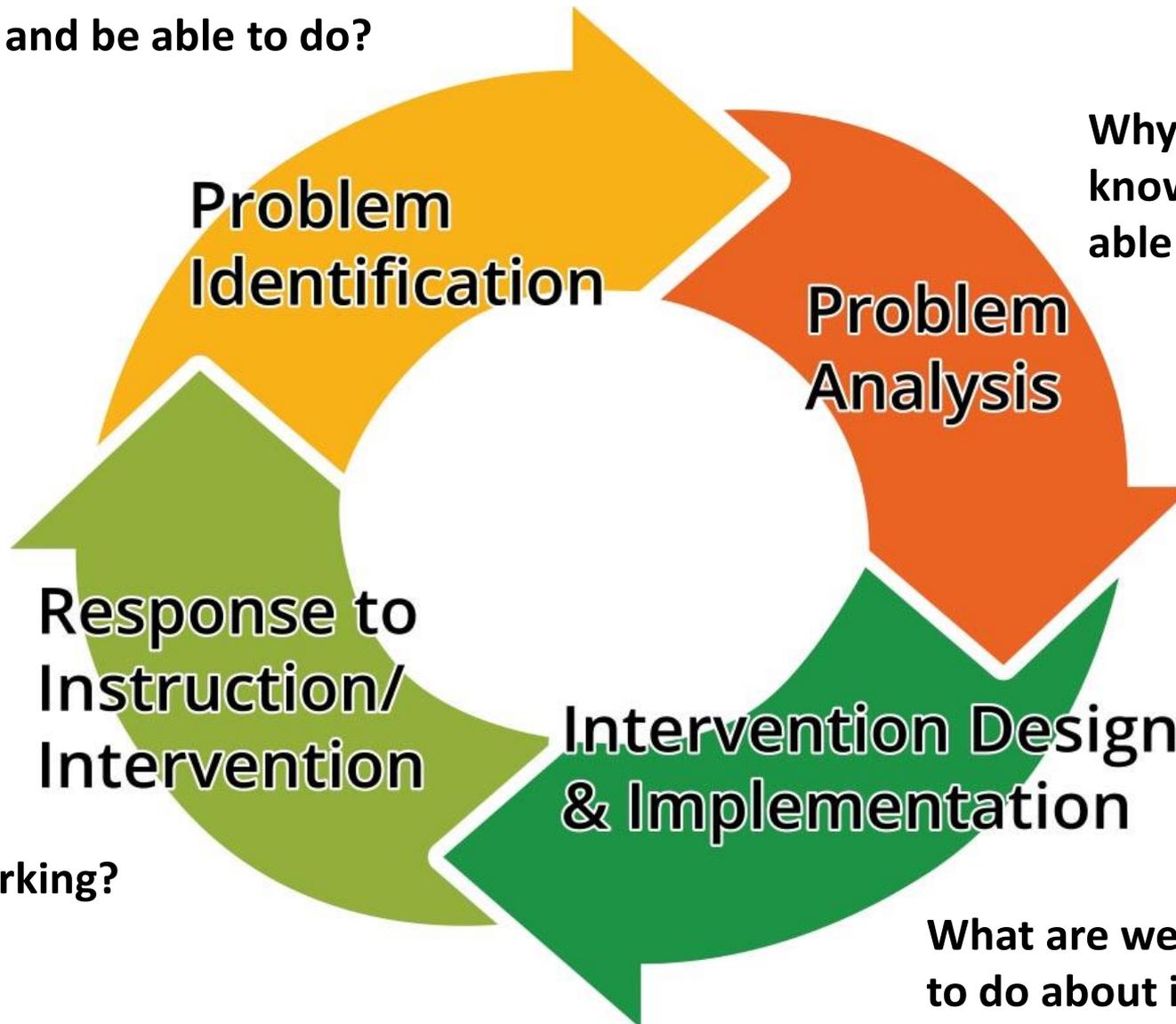


MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Lesson Study in the Context of MTSS

- Instruction *designed* and *effectively delivered* in multiple tiers of intensity result in maximum student outcomes for ALL students
- Strengthens *content* and *pedagogical knowledge* to increase student achievement
- Improves ***quality of instruction*** of the tiered continuum of service
- Provides opportunity to engage in ***problem solving cycle*** for *continuous improvement*

What do we want students to know and be able to do?



Why do they not know it or are not able to do it?

Problem Identification

Problem Analysis

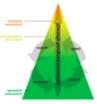
Response to Instruction/ Intervention

Intervention Design & Implementation

Is it working?

What are we going to do about it?

Lesson Study and Problem Solving



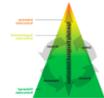
Step 1: Define

Prior to determining focus area:

- Determine infrastructure necessary to support lesson study
- Establish team and schedule planning time
- Set norms and procedures

Prior to planning and designing the lesson:

- Conduct background research
- Unpack standards
- Utilize data to target instruction
- Consider strategies for struggling learners



Step 2: Analyze

- Develop research theme/content area
- ID standards

Determine
Focus Area
1

Plan and
Design
Lesson
2

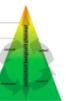
- Modify or create lesson
- Identify UDL options to addressing high probability barriers
- Form goals for student learning
- Determine data collection process and tools

4
Review
and Refine

3
Implement
and
Observe

- Teacher reflects
- Observers share results
- Whole team discusses insights
- Lesson is revised
- Determine who will reteach revised lesson

- One team member teaches
- Other team members observe/collect data



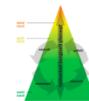
Step 4: Evaluate

Prior to reviewing and refining the lesson:

- Individual reflection prior to share-out

Prior to implementing and observing the lesson:

- Determine who will teach and when/where the lesson will be delivered
- What materials will be needed
- Who will be invited



Step 3: Implement

Let's Stop and Reflect



Lesson Study Reflections

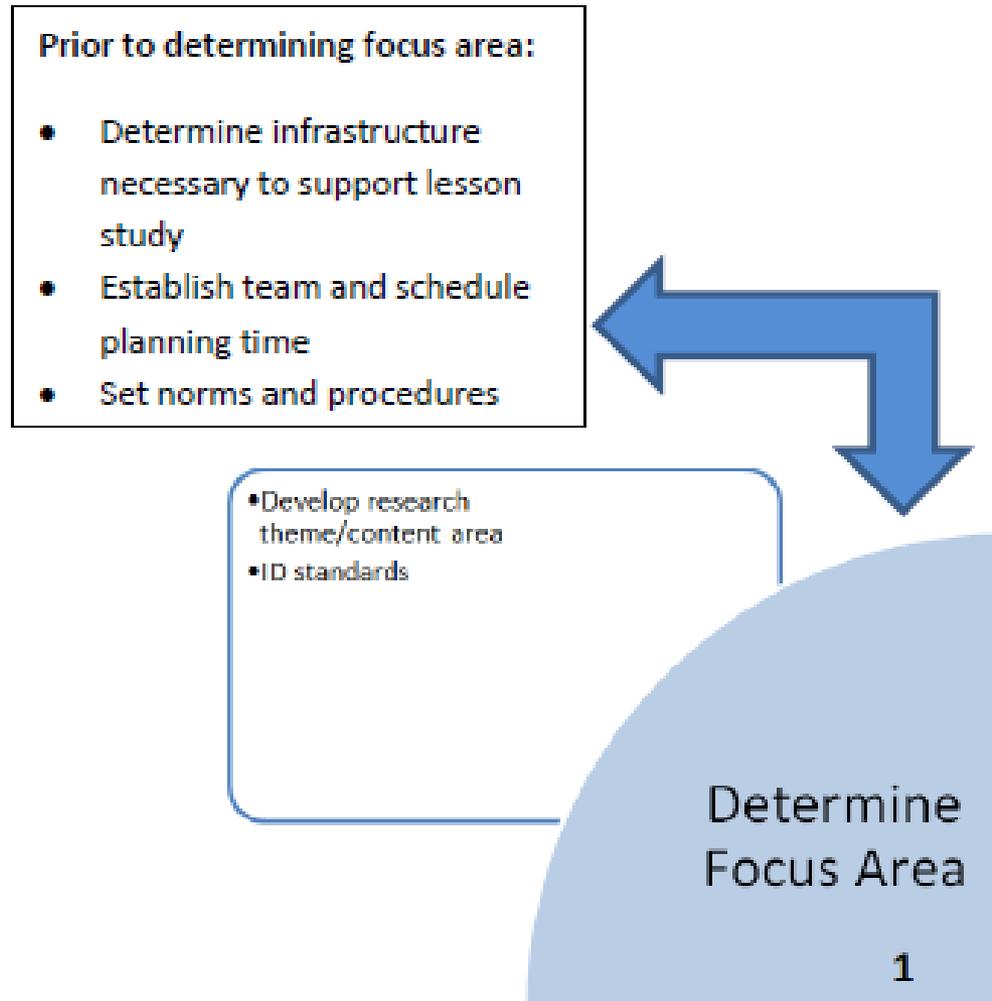
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- Write additional **Thoughts** and Big Ideas about LS
- What **Questions** do you have?



Step 1: Determine Area of Focus



***It's not about the teacher,
it's about the instruction
and student learning.***



Lesson Study in Action Video 1



Effective Teaming: The 'What'



Collaboration and Teaming

- Allows you to:
 - Look at instructional practices from a **NEW** perspective
 - Critically examine previously held assumptions about student learning
 - Stimulate creativity
 - Supports “*outside-the-box*” thinking
- Establishes a foundation for collaboration to sustain *long-term change*

Interpersonal Communication (Human Emphasis)

1. Collaborative Relationship
2. Active Involvement
3. Trust/Confidentiality
4. Non-Judgmental
5. Decision-Making Rules
6. Roles and Responsibilities



Characteristics of Effective Teams

1. Multidisciplinary representation
2. Specific member roles and responsibilities
3. Well-defined mission
4. Group norms
5. Regularly scheduled meetings
6. Balanced participation and cooperative relationships
7. Open, collaborative, and positive atmosphere
8. Mutually-agreed upon goals
9. Use data to evaluate goals

Effective Teaming

Roles, Norms, Procedures



Guiding Questions When Developing a Lesson Study Team, Norms and Procedures



Forming Lesson Study Team

Include

- Instructional Staff
- Instructional Coaches
- Intervention Specialists
- Special Educators
- Content and/or pedagogical expert
- Administrator

Team Example

- 1 third grade teacher
- 1 second grade teacher
- 1 fourth grade teacher
- 1 ESE teacher
- 1 resources teacher
- 1 district language arts director

Roles and Responsibilities

Examples

1. Team Leader/Facilitator
2. Recorder/Note-Taker
3. Timekeeper
4. Other?

***Each role should be covered,
but one team member may
be responsible for more than
one role.***



Define Team Member Roles

- Team Lead/Facilitator *
 - Starts the meeting
 - Reviews purpose
 - Facilitates, keeps the team focused on steps
- Recorder
 - Takes notes, records minutes, action steps
- Timekeeper
 - Monitors the time, keeps team aware of time limits by giving ‘warnings’ (i.e., 10 minutes left)

*Team Facilitator will be the direct contact between the LST and the PS/Rtl Team

Your Turn: Determine Team Roles

- Think about the characteristics of professional growth or teamwork settings that have:
 - Encouraged your growth and participation
 - Discouraged your growth and participation
- Write down some **ROLES** you feel would be necessary for the team to function effectively
- Team Share; Establish Consensus
- Record on Lesson Study Form

	Role	Name
Roles	Facilitator	<input type="text"/>
	Recorder	<input type="text"/>
	Time Keeper	<input type="text"/>
	Other	<input type="text"/>
	Other	<input type="text"/>
	Other	<input type="text"/>
Procedures	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
Signature	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>



Establishing Team Norms

1. Establish norms to build...
 - a. Team discipline
 - b. Trust
 - c. Safe environment
2. Developed and agreed upon by all members
3. Helps teams remain focused and on task
4. Process to ensure adherence by all members
 - a. How to monitor rule application
 - b. Ways to recognize exemplary members
 - c. Problem-solve ongoing areas of concern
5. Review and modify, as needed

Possible Team Norms

- Respect and value other's:
 - Time
 - Begin and end on-time
 - Ideas
 - Respectful communication
 - Respectful disagreements
 - Openness to feedback
 - Flexibility in thought/actions
 - Development of consensus

Possible Team Norms

Continued

- Maintain focus:
 - Stay on task
 - Discussion of one topic at a time
 - Stick to the process
- Engagement:
 - Participation from all group members
 - Take responsibility for the group's success
 - Listen and ask questions

Your Turn: Determine Team Norms

- Think about the characteristics of professional growth or teamwork settings that have:
 - Encouraged your growth and participation
 - Discouraged your growth and participation
- Write down some **NORMS** you feel would be necessary for the team to function effectively
- Team Share; Establish Consensus
- Record on Lesson Study Form



Lesson Study Teams (LST) can use this form (online or hard copy) to document Lesson Study Team infrastructure.

Lesson Study Team

	Role	Name
Roles	Facilitator	<input type="text"/>
	Recorder	<input type="text"/>
	Time Keeper	<input type="text"/>
	Other	<input type="text"/>
	Other	<input type="text"/>
	Other	<input type="text"/>
Procedures	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
Signature	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

Possible Team Procedures

- Development and adherence to an agenda for each meeting
- Designation and utilization of roles
- Decisions are made by consensus and if consensus can't be reached the administrator makes the decision
- Consistent planning template/tools are utilized
- Specified methods for communication between members

Your Turn: Determine Team Procedures

- Think about the characteristics of professional growth or teamwork settings that have:
 - Encouraged your growth and participation
 - Discouraged your growth and participation
- Write down some **PROCEDURES** you feel would be necessary for the team to function effectively
- Team Share; Establish Consensus
- Record on Lesson Study Document



Lesson Study Teams (LST) can use this form (online or hard copy) to document Lesson Study Team infrastructure.

Lesson Study Team

Role	Name
Facilitator	<input type="text"/>
Recorder	<input type="text"/>
Time Keeper	<input type="text"/>
Other	<input type="text"/>
Other	<input type="text"/>
Other	<input type="text"/>

Procedures	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Signature	
<input type="text"/>	<input type="text"/>

Vision and Mission



Vision/Mission

- Vision (Future/Where)
 - Source of inspiration and motivation
 - Enhance buy-in and commitment
 - Outlines 'where' you want to be in the future
- Mission (Present/How)
 - Creates focus and provides direction
 - Helps support decision-making
 - Outlines 'how' to get where you want to be

Bronson Elementary Lesson Study Team

Bronson Elementary School

- In a cooperative effort by school, community and home, we strive to provide a safe environment in which students are expected to master skills that help them reach their full potential in life.

Vision

- To create a better understanding of how to implement the lesson study cycle and build capacity from year to year.

Mission

- To help students become creative problem solvers through writing and critical thinking and therefore, help them reach their maximum potential in life.

Developing Your Vision and Mission

Guidelines

1. Short, easy to understand, realistic
2. Aligned with district and school mission statements
3. All team members participate
4. Team gains consensus around a statement or visual that represents the total of all statements

Prompts

1. “Our vision for this team is...”
2. “The mission of this team is...”

Progress Check: Step 1 ✓



Lesson Study Action Plan

Lesson Study Cycle: Steps 1-4.
Lesson Study teams can use this checklist while implementing one complete cycle of the Lesson Study Cycle.

LS Cycle	Action Steps	✓	Resources Needed	Date
STEP 1	Pre-work	Determine infrastructure necessary to support Lesson Study		
		Establish Lesson Study Team (LST) and schedule planning time		
		Set team norms, roles, procedures		
	Determine Focus Area	Establish LST mission, vision, group norms and procedures.		
		Select research theme, topic, content area		
	Select an academic focus based on Florida Standards			
	Identify relevant standard(s)			
STEP 2	Pre-work	Conduct background research (theme, topic)		
		Investigate student learning		
		Unpack Standard(s); Analyze historical & current student data		
		Investigate instruction; consider strategies for struggling learners		
	Plan and Design Lesson	Select lesson: modify existing lesson or create new lesson		
		• Anticipate barriers to student learning and development		
		• Identify <u>UDL</u> principles to address high probability barriers		
		• Formulate goals (objective, essential questions) for student learning		
		• Select 3 case students to focus on while developing the lesson		
		• Develop research lesson with instructional strategies to address barriers related to goals		
• Identify data points (potential expected responses) to measure impact of instructional strategies				
Determine data collection tools and process for lesson observers				
STEP 3	Pre-work	Determine who/where/when the team lesson will be implemented		
	Implement and Observe	Identify who (LST observation members) will observe/collect data		
		Implement lesson: One teaches, team observes and collects data		
	Interview 3 Case Students			
STEP 4	Pre-work	Individual reflection on lesson; organize notes to share during debrief		
		Team Debrief: Teacher; observers share data; team insights & reflection		
	Review and Refine	Determine next steps: Reflect on lesson improvement and future application (refine and reteach, design new lesson, etc.).		

Determining Focus Area



Guiding Questions When Setting Team Goals



Determine Focus Area

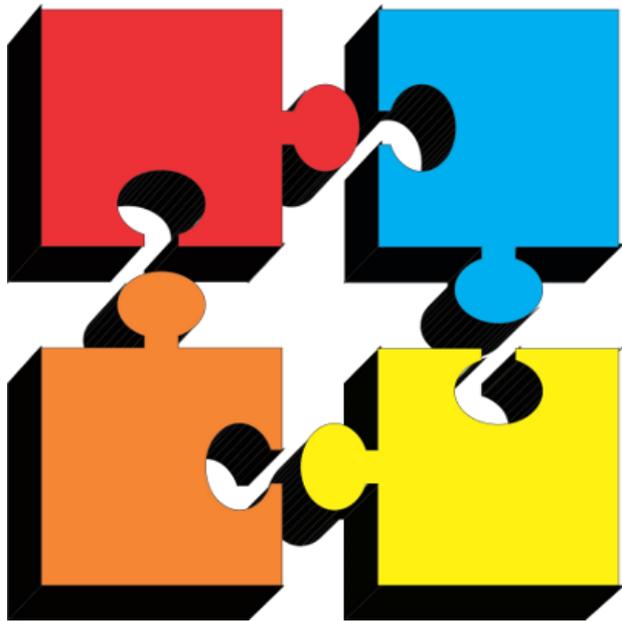
Determine

- Theme
- Content Area
- Topic
 - Interest
 - Area of common difficulty
 - New curriculum
- Current school improvement goals and areas of focus

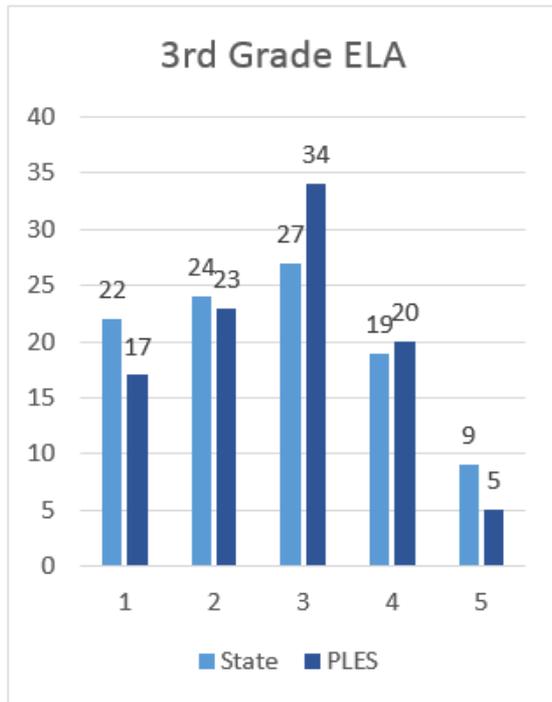
Informed Through

- Existing data
- Curricula
- Standards
- Teacher discussion

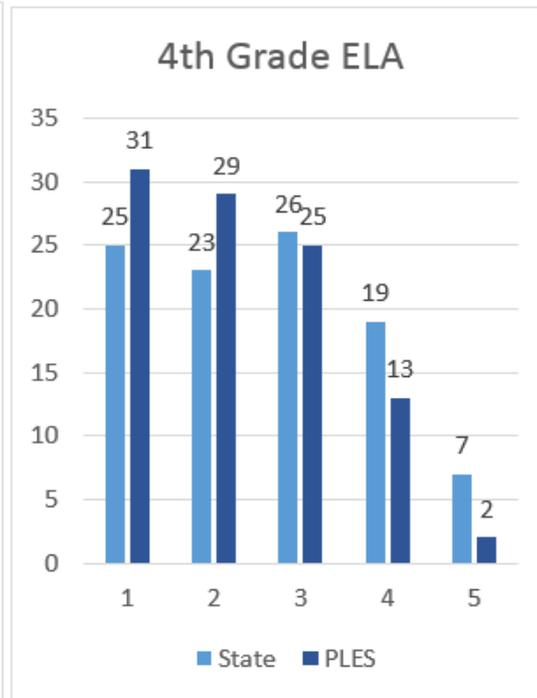
School Data: Let's take a Look!



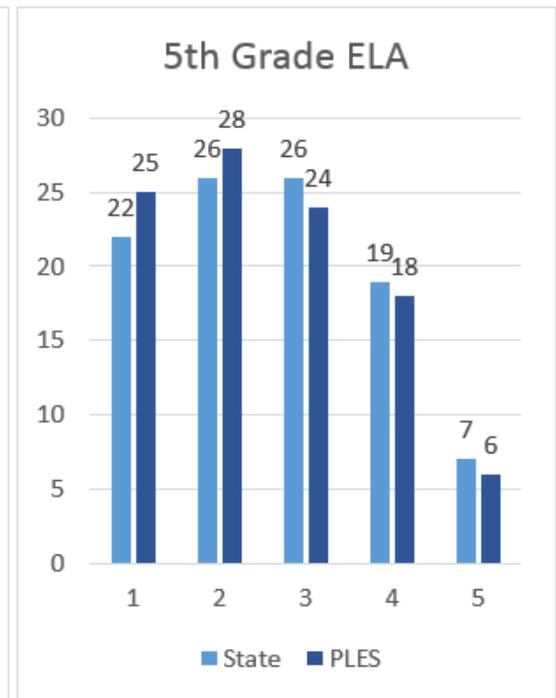
PLES 2016 FSA - ELA



59 % at Level 3 and Above

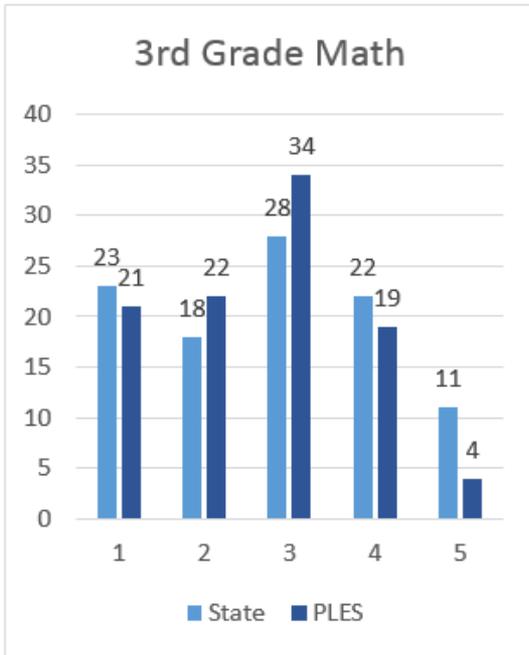


40 % at Level 3 and Above

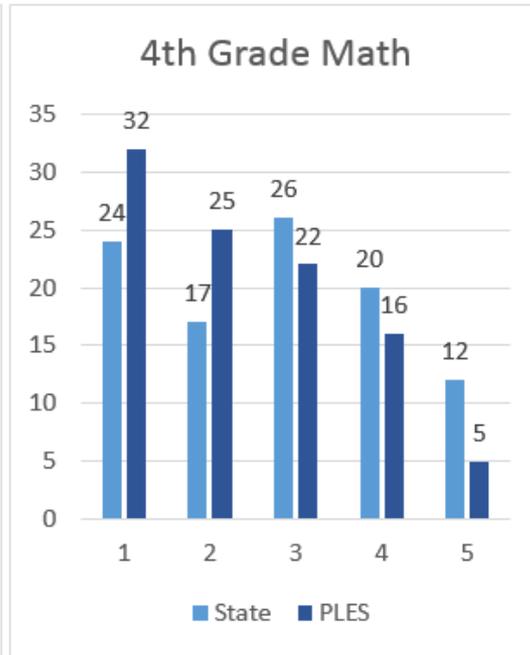


48 % at Level 3 and Above

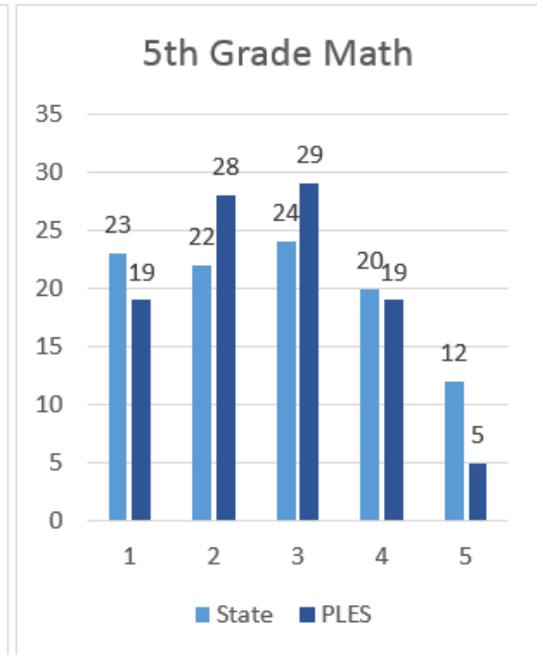
PLES 2016 FSA - Math



57 % at Level 3 and Above



43 % at Level 3 and Above



53 % at Level 3 and Above



Lesson Study Cycle Step 1
 Lesson Study Teams (LST) can use these guiding questions when discussing and gathering relevant data.

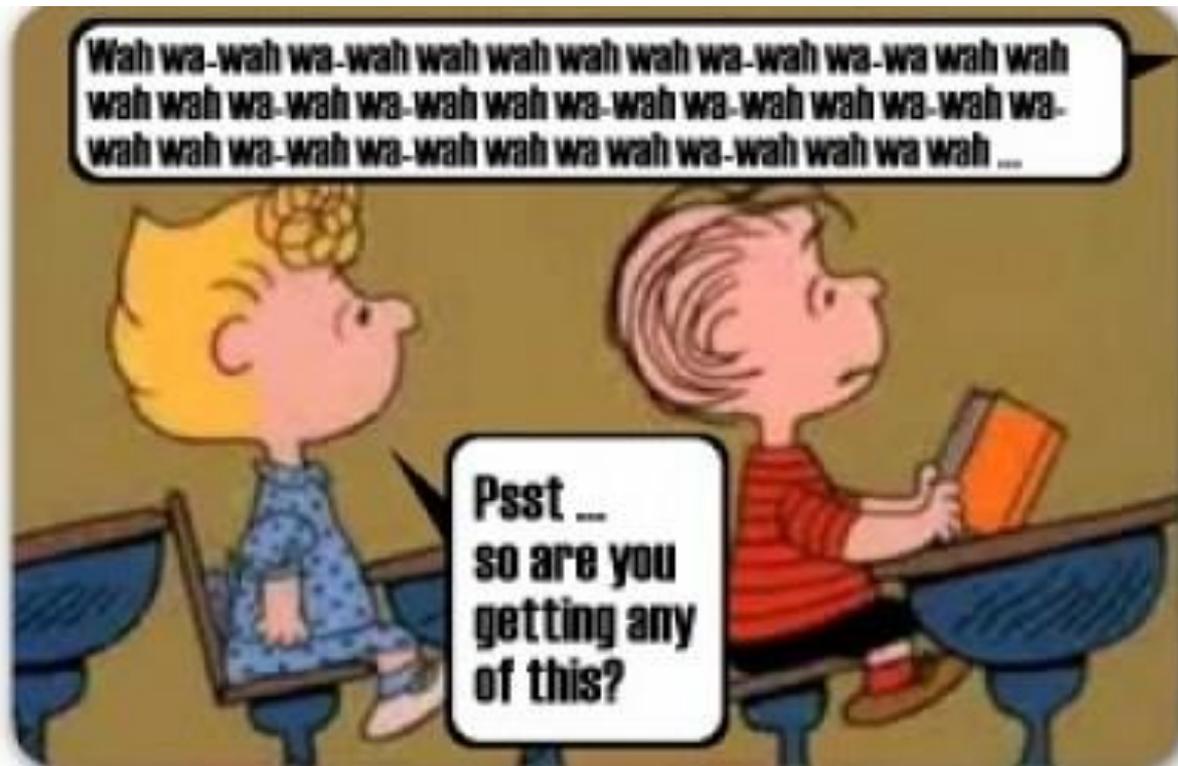
Data Planning Tool

What do we want to measure?	What questions need to be answered?	What data is available to answer the question?	Where is this data found?	How will this data be used to determine needs and monitor progress toward goals?
Attendance	<ol style="list-style-type: none"> 1. What percentage of students had 18 or more absences last year? 2. What percentage of students had 5 or more absences during quarter 1, quarter 2, quarter 3, and quarter 4? 3. How does this percentage compare to last year Q1, Q2, Q3, Q4 data? 4. What percentage of students receiving interventions for attendance is making sufficient progress toward goals? 			
Discipline	<ol style="list-style-type: none"> 1. What percentage of students had 3 or more significant behavioral referrals last year? 2. What percentage of students had 2 or more significant behavioral referrals during quarter 1, quarter 2, quarter 3, and quarter 4 3. How does this percentage compare to last year Q1, Q2, Q3, Q4 data? 4. What were the top 3 reasons for referrals last year? 5. What are the top three reasons for referrals this year so far/ 6. What percentage of students receiving interventions for behavior is making sufficient progress toward goals? 			

Developing Research Theme

- *Determine* the knowledge and skills you would like for students to have when they exit your school/grade-level
- *Determine* current level of performance (all students)
 - *What data is available to answer this question?*
- *What are the gaps you would most like to address?*
- What are you *most curious about* regarding:
 - how students learn?
 - what impacts student learning most?

Investigate How Students Learn



Purpose of Investigating How Students Learn

Provides insight into:

- How they make sense of the material
- What kinds of difficulties they have
- How they answer questions
- How their thinking changes during the lesson

Methods for Investigating How Students Learn

- Discuss and review possible sources of information
 - Review research on learning and common misconceptions relative to topic
 - Collect and share information
- Review of existing assessment data
 - If topic is new, teach a “dirty” lesson to collect data
 - Percentage achieving learning goals
- Utilize learning inventories with a UDL focus

Lesson Study in Action Video 2



Developing Research Theme



Lesson Study teams can use this document for:
Lesson Study Cycle STEP 1: Determining Area of Focus.

Selecting Research Theme, Content and Topic Areas

The research theme identifies the gap between desired aspirations for student characteristics and the actual learners to help the Lesson Study Team keep their eyes on the big picture and connect long-term goals with short-term objectives. The theme helps participants to focus on the why, rather than the what or how. They define qualities students should possess by working with a specific content area. Since the research theme may be used over many sessions, it is necessary for the team to discuss the importance of the goal in relationship to student learning such as goals for: student development, working cooperatively, and taking initiative as learners.

Some examples of these broadly stated goals include: "to develop instruction that ensures students achieve basic academic abilities while fostering their individuality", "for students to become problem-solvers" (Lewis, 2002) and to develop student communities of learning. Then the group translates these broadly stated goals into the context of a particular grade level or subject matter theme.

When identifying content-specific goal(s) that will assist in moving students closer to desired expectations. The subject area and standard(s) of focus should be chosen based on data. Data should drive the instructional focus and alignment of lessons to the Florida Standards.

Suggestions: Gather assessment data (FSA and/or Baseline/Mid-Year). Disaggregate and analyze the data for patterns that emerge in areas of student weaknesses.

Goals can be aligned with the school's mission statement and serve as the driving force behind all lesson study work. They may include a school-wide theme approach and provide systematic, comprehensible, and consistent education for all students across all grade levels.

Steps of Developing Research Theme, Content and Topic Areas

Step 1: Select a research theme.

Guiding Questions to Consider:

- What do we want students to know, understand and be able to?
- What is the current level of performance?

Research Theme Examples



- How to use technology to increase academic engagement in mathematics
- How to incorporate UDL to...
- How to assist students in developing effective problem solving skills to support critical thinking across content areas

Selecting a Research Content Area

- Once the research theme has been determined select content area of focus
 - Examine current data
- Within the selected content area consider:
 - Commonly difficult topics for students
 - Current and historical data on achievement and engagement
 - Commonly disliked topics
 - Commonly difficult topics for teachers to teach
 - New curricula or expectations that teachers want to better understand

Example

Considered

- Instructional strategies to support all students
 - Differentiated instruction
 - Universal Design for Learning
- Data results of current abilities and needs
- Grade-level standards
- Activities that allow **all students** to achieve essential concepts and skills
- Readiness levels and learning styles

Determined

- Explore Universal Design for Learning and differentiation strategies to ensure third graders fully engage in standards based instruction
- They:
- Reviewed research articles
 - Read Strategies That Work (Harvey & Goudvis, 2000)
 - Recorded findings and discussions

Determine Focus Area: Content Area and Topic



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Lesson Study Cycle STEP 1: Determining Area of Focus.

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Progress Check: Step 1 ✓



Lesson Study Action Plan

Lesson Study Cycle: Steps 1-4.
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		<ul style="list-style-type: none"> Formulate goals (objective, essential questions) for student learning 		
STEP 3	Pre-work	Select 3 case students to focus on while developing the lesson		
		<ul style="list-style-type: none"> Develop research lesson with instructional strategies to address barriers related to goals 		
	Implement and Observe	<ul style="list-style-type: none"> Identify data points (potential expected responses) to measure impact of instructional strategies 		
		Determine data collection tools and process for lesson observers		
STEP 4	Pre-work	Determine who/where/when the team lesson will be implemented		
		Identify who (LST observation members) will observe/collect data		
	Review and Refine	Implement lesson: One teaches, team observes and collects data		
Interview 3 Case Students				
STEP 4	Pre-work	Individual reflection on lesson; organize notes to share during debrief		
		Team Debrief: Teacher; observers share data; team insights & reflection		
	Review and Refine	Determine next steps: Reflect on lesson improvement and future application (refine and reteach, design new lesson, etc.).		



- Before Adobe Check-in Session:
 - Conduct Background Research
 - Investigate Student Learning
 - Identify Standard(s) to unpack
 - Investigate and identify instruction and strategies
- Who will do what, by when?
- Organize to share above findings on on Adobe
- Organize questions to ask on Adobe

Calendar Check

- Adobe Check-in Session:
- Next Face-to-face session:

