

Lesson Study Phase 2

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Where we started...

- Lesson Study
 - Background
 - Benefits
- Group norms, roles, procedures, vision
- Lesson Study Focus Area
 - Develop research theme
 - Select content and topic area
- Adobe Session Check-in
 - Research, student learning, standards

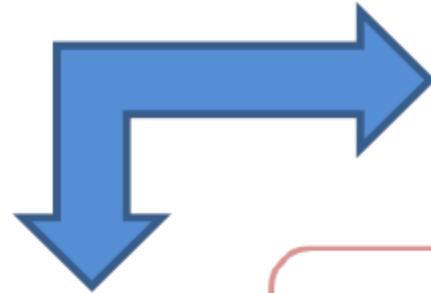
Advance Organizer

- Review:
 - Research (Theme, student learning)
 - Content area, standard(s), strategies
- Unpacking Standards
- Universal Design for Learning
- Planning the Lesson
- Available Assessments
- Identify Curriculum and Materials
- Planning for Data Collection

Step 2: Plan and Design Lesson

Prior to planning and designing the lesson:

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



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

Plan and
Design
Lesson
2

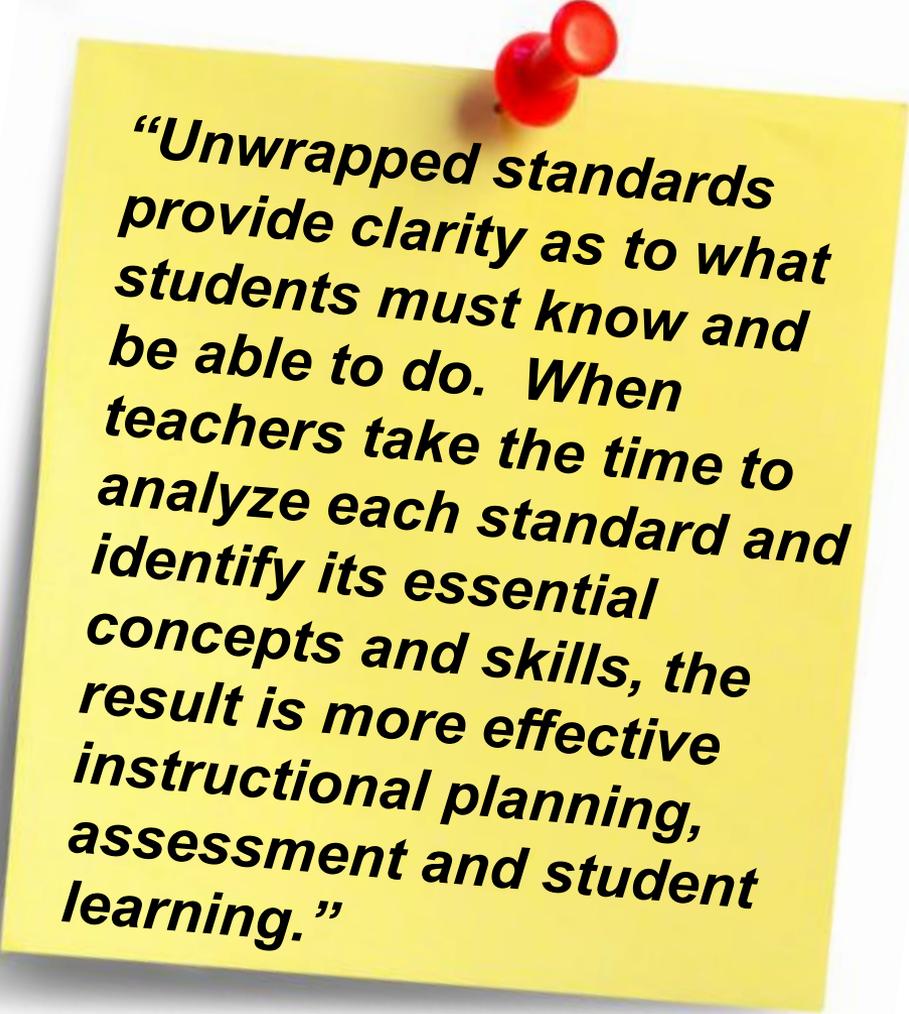
Unpacking Florida Standards



Learning Objectives for Unpacking

- Unpack standards to identify what students are expected to know, understand, and be able to do as a result of instruction
- Anticipate high probability and high intensity barriers to student engagement and mastery of standards

Unpacking Standards



“Unwrapped standards provide clarity as to what students must know and be able to do. When teachers take the time to analyze each standard and identify its essential concepts and skills, the result is more effective instructional planning, assessment and student learning.”

Ainsworth, L. (2003). *Unwrapping the standards: A simple process to make standards manageable*. Englewood, CO: Lead + Learn Press.

FL Standards

Meeting the Needs of ALL Students

The Standards set grade-specific expectations, but do not define the instructional/intervention methods or materials necessary to support students who are well below or well above grade-level expectations.

Unpacking Standards

The unpacking process allows teachers and administrators to determine what matters most (i.e. pacing, assessment, critical focus areas)

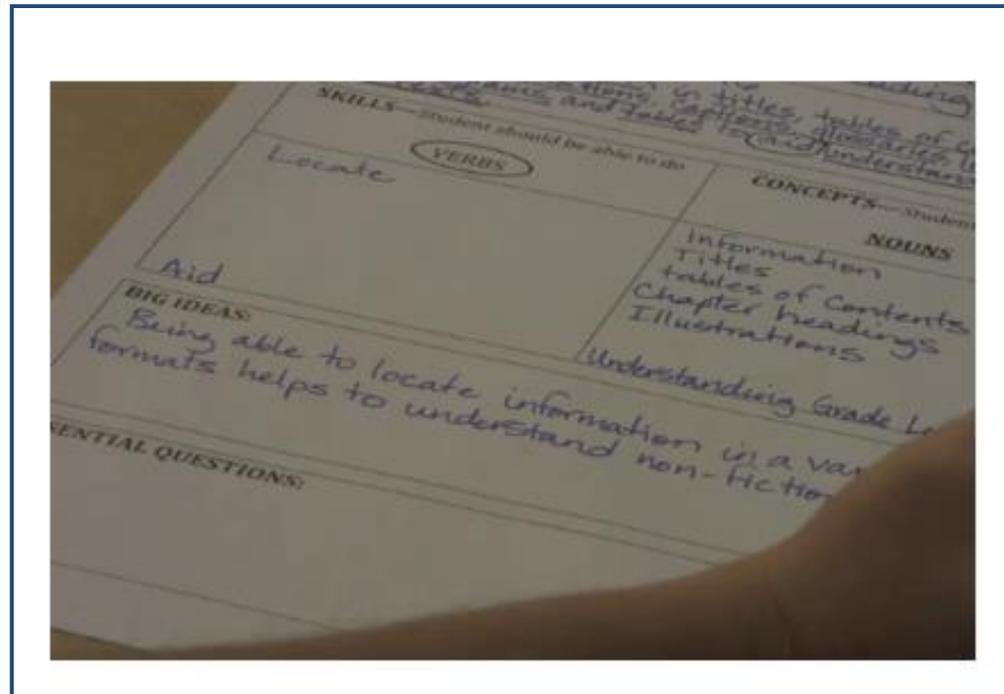
• **Clarity**

• **Alignment**

• **Continuity**

• **Integration**

• **Baseline**



Unpacking Standards Worksheet

Step 1: Identify Standard

Step 2: Record the skills students are expected to do (verbs and action phrases).

Step 3: Record the knowledge and concepts students are expected to know and understand (nouns and noun phrases).

Step 4: Record the pre-requisite knowledge and skills implied by the standard (implied knowledge and skills).

Step 5: Record the instructional implications of the standard (instruction needed to ensure student mastery of the standard).

Step 1: Identify Standard	
<p>LACC.6.SL.1.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
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Step 4: Record the pre-requisite knowledge and skills implied within the standard (implied knowledge and skills).	Step 5: Record the instructional implications of the standard (instruction needed to ensure student mastery of the standard).
<ul style="list-style-type: none"> • Perspective taking • Active listening skills (clarifying, summarizing, asking open ended questions, etc.) • Appreciation of diversity • Effective communication skills (clear and persuasive) • Self-initiation and time management • Collaboration and teaming • Prioritizing, planning and managing • Goal setting • Conflict resolution skills • Seeking and providing help • Research and information literacy • Action planning and progress monitoring 	<ul style="list-style-type: none"> • Students have the skills or the supports to read and research grade level texts, topics and issues • Students are explicitly taught collaboration skills and strategies for effective teaming • Students are provided with frequent opportunities to collaborate and team with peers • Student are taught active listening and communication skills • Students are taught to set goals, plan, and monitor progress • Students are taught perspective taking and an appreciation of diversity • Students are provided with opportunities to engage in tasks and assignments that allow for multiple approaches and creative approaches • Students are taught to pose and respond to questions

Unpacking Standards – Step 1

Step 1: Select standard to be unpacked

- Speaking and Listening Standards- Comprehension and Collaboration (Grade 6) #1 (LAFS.6.SL.1.1)
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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Unpacking Standards – Step 2

Step 2: Circle the verbs (skills)

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- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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Unpacking Standards – Step 3

Step 3: Underline the nouns and noun phrases (knowledge)

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Unpacking Standards – Step 4

Implied Skills

Social/Emotional

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

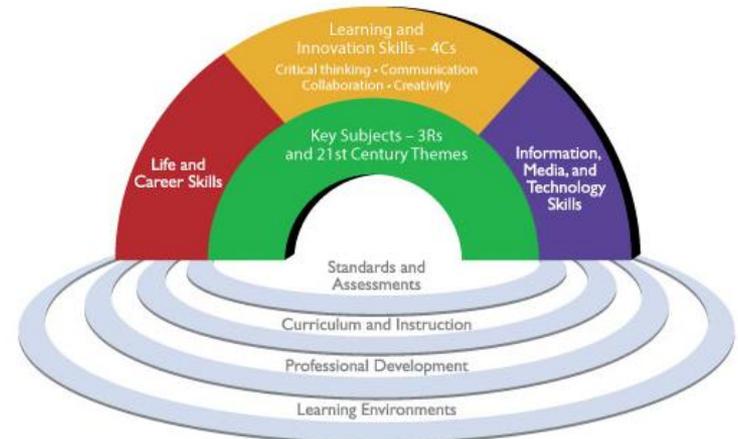
Student Engagement

“Student engagement (SE) is defined by the degree to which students participate in all aspects off the school environment (for academic and social) and assume the appropriate level of responsibility for their own learning and behavior.”

From: Defining “Engagement” within MTSS

21st Century Skills

P21 Framework for 21st Century Learning
21st Century Student Outcomes and Support Systems



© 2009 Partnership for 21st Century Learning (P21)
www.P21.org/Framework

The skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Unpacking Standards – Step 4

Standard Example

Determine pre-requisite skills implied (e.g., social/emotional/engagement/21st Century) within the standard:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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Examples of Implied Skills from the Standard

- Perspective taking
- Active listening skills (clarifying, summarizing, asking open ended questions, etc.)
- Appreciation of diversity
- Effective communication skills (clear and persuasive)
- Self-initiation and time management
- Collaboration and teaming
- Prioritizing, planning and managing
- Goal setting
- Conflict resolution skills
- Seeking and providing help
- Research and information literacy
- Action planning and progress monitoring

Unpacking Standards – Step 5

Step 5: Summarize the instructional implications (knowledge and skills) necessary for mastery of the standards on the activity worksheet

- Students have the skills or the supports to read and research grade level texts, topics and issues
- Students are explicitly taught collaboration skills and strategies for effective teaming
- Students are provided with frequent opportunities to collaborate and team with peers
- Student are taught active listening and communication skills
- Students are taught to set goals, plan, and monitor progress
- Students are taught perspective taking and an appreciation of diversity
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- Students are taught to pose and respond to questions

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Let's Stop and Reflect



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?

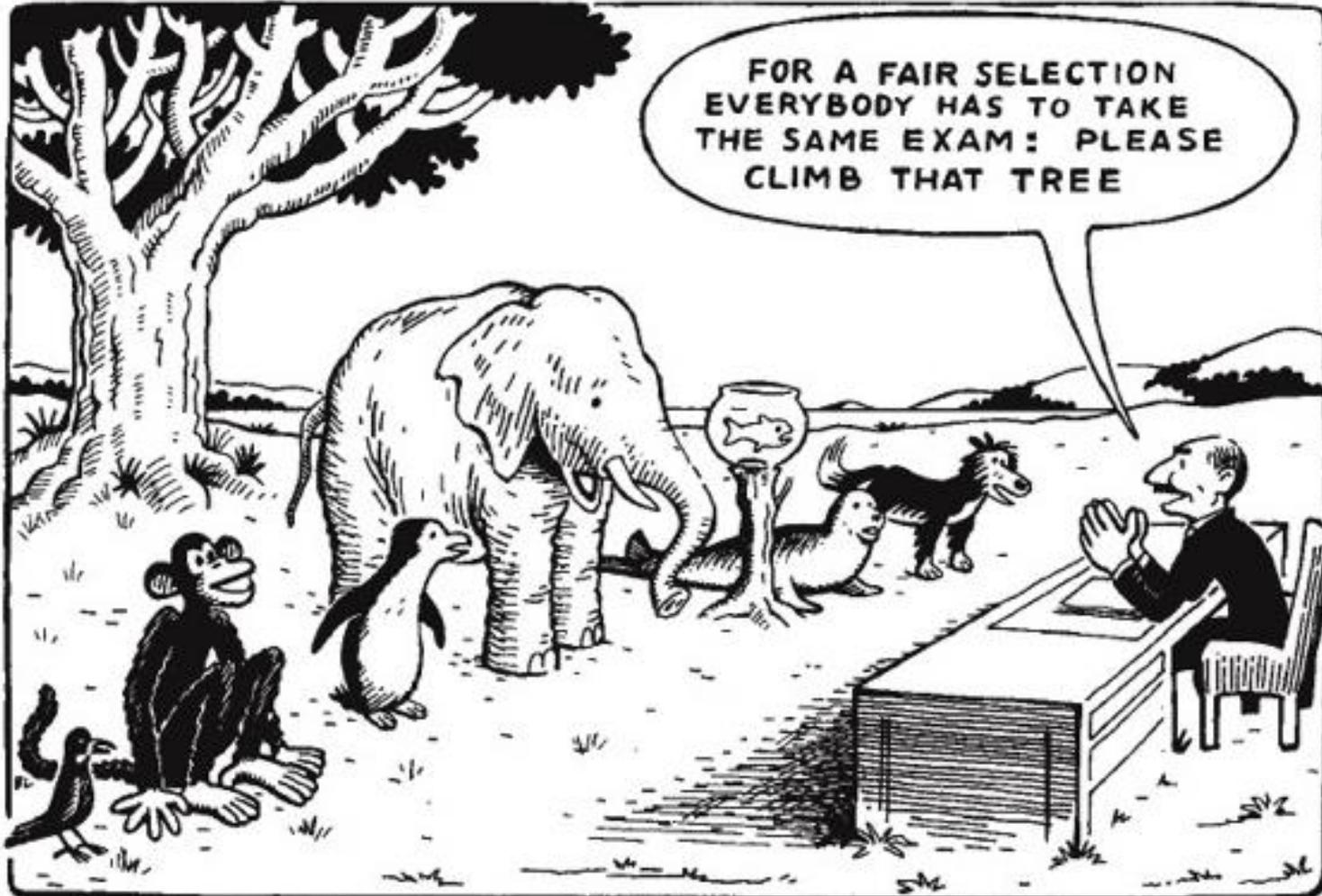
- Write additional **Thoughts** and Big Ideas about Unpacking Standards
- What **Questions** do you have?



Learning Objectives for UDL

- Understand what is meant by “UDL” as well as the goal of implementation
- Understand how UDL fits within a multi-tiered system of supports (MTSS)
- Understand the application of UDL principles to the design and delivery of instruction in order to meet the needs of all learners

Universal Design for Learning



Universal Design for Learning

“An approach to designing instructional methods and materials that are flexible enough from the outset to adapt and allow for learner differences”

~Meyer and Rose (2006, pg. 2)

Let's Hear from CAST

CAST  YEARS OF
INNOVATION
1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance

Jigsaw Activity

UDL Principles to Support Problem Solving within a Multi-Tiered System of Supports

- Number each team member in the group
- Hand out the article and refer to the numbered sections (depending on the number of team members)
- Provide time to read sections and to review the text to decide on key points of interest
- Rejoin and share the key points of interest from each section
- Provide time to review information, as well as address any questions
- Allow time for questions and concerns related to lesson study

The Goal of UDL

To eliminate unnecessary barriers to learning without eliminating challenges in order to ensure all learners achieve standards.

- Maintains high expectations for ALL learners
- Ensures access to academic standards for ALL learners
- Ensures student interaction and engagement with content for ALL learners

What if...?

“What if we recognized that our inflexible curricula and learning environments are “disabled” rather than pinning that label on learners who face unnecessary barriers?”

~Rose and Meyer (2006, pg. vii)

Myth of Average

- Myth of Average Video
 - Reflection question - What impact would an adjustable curriculum have on lesson study within a multi-tiered system of supports?

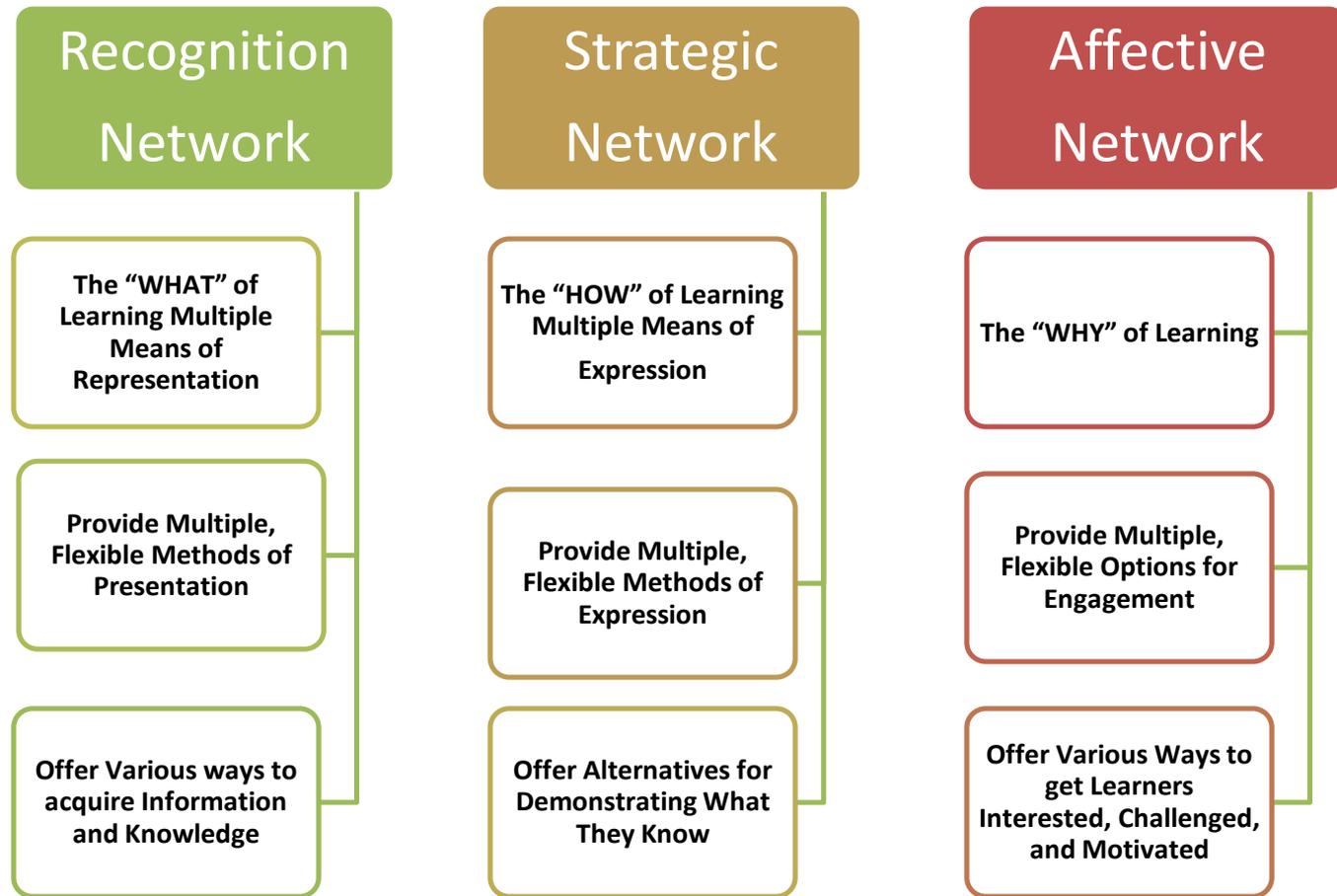
Who are we designing learning for?



A Conceptual Shift

- Diversity is the norm; learner strengths, needs and interest exists across a continuum
- Instructional methodology and curriculum materials that can adapt to student needs should be provided rather than expecting the learner to adapt the instruction/curriculum
- In the most effective classrooms, the teacher functions as a co-facilitator of learning

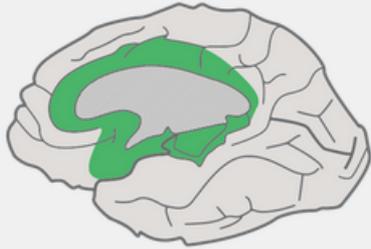
Three Primary Brain Networks



Graphic adapted from CAST and Meyer and Rose, 2006

UDL Guidelines

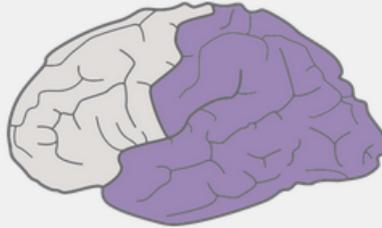
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

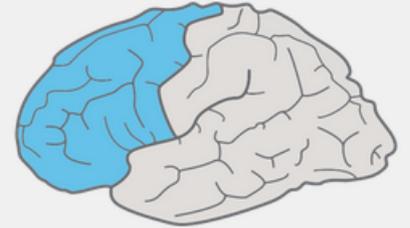
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Ensure Instruction is Accessible and Engaging for ALL Students

Multiple Means of Engagement

Checkpoints	Examples
Provide options for recruiting interest	Choices in the level of challenge, type, color, design, layout of graphic, involve learners, vary activities
Provide options for sustaining effort and persistence	Use prompts, hand-held scheduling tools for reminders, collaboration, peer tutoring and support, vary the degree of freedom, cooperative learning groups with scaffolded roles and responsibilities
Provide options for self-regulation	Use guides and rubrics that focus on self-regulatory goals, differentiate and scaffold feedback, self-monitor behavior

Multiple Means of Representation

Checkpoints	Examples
Provide options for perception	Speech-to-text, diagrams, charts, video clips, size of text, images, graphs, tables, volume, speed
Provide options for language, mathematic expressions and symbols	Pre-teach vocabulary and symbols, highlights, clarifying unfamiliar words, present key concepts, symbolic representation
Provide options for comprehension	Activate prior knowledge, use advanced organizers, pre-teach concepts, bridge concepts, highlight patterns, emphasize key elements, checklists

Multiple Means of Expression

Checkpoints	Examples
Provide options for physical action	Provide alternatives for interacting with instruction, consider switch options
Provide options for expression and communication	Compose multi-media, provide learners with spell-checkers, speech-to-text, use graphing calculators, use sentence strips and outlining tools, provide manipulatives
Provide options for executive functions	Use prompts for goal setting, model think-alouds, use checklist and project planning checklists, break long-term goals into reachable short-term objectives

UDL in Practice...

- UDL draws upon and extends educational approaches with which many educators are already familiar, and
- UDL emphasizes
 - Teachers as guides or facilitators
 - Learning as a process
 - Student construction of knowledge with active rather than passive engagement

~Rose & Meyer (2006)

High Probability and High Intensity Barriers to Access, Interact and Demonstrate Learning

- Determine clear learning goals
- Anticipate high probability barriers
- Incorporate appropriate strategies and supports into the lesson plan/instructional environment
- Anticipate high intensity barriers
- Consider sufficiency of the supports planned

Reducing Barriers to Learning

	Engagement “WHY”	Representation (Access) “WHAT”	Expression (Demonstration of Learning) “HOW”
High Probability Barrier- Wide-spread or common barriers that impact many students’ engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time)	When learning about the Vikings, students are disengaged during independent reading time.	When learning about the Vikings, students only have access to a classroom text.	When demonstrating their learning, students currently only have one option to write a summary about a book they have read.
High Intensity Barrier- Significant impact on individual student engagement and learning (e.g., small group and individual instruction, DI, aligned with learning needs)	A student has his head on the table when assigned a textbook activity.	When learning about the Vikings, the reading selection is identified as above the student’s independent reading level.	A student’s handwriting is illegible when given an assignment to complete a writing prompt.

UDL and Technology

- Technology can help teachers create more flexible learning environments – but they are not the only way to do so
- Educators who do not have access to the latest multimedia and computer-based technologies can still apply UDL in powerful ways
- Examples:
 - Students having access to computers, the Web, blogs, iPods, and other technologies is not the same as providing access to learning.
- Providing access to learning are providing tools such as:
 - Low-Tech Support: highlight tape for determining the main idea or a Venn diagram for comparing/contrasting information
 - High-Tech Support: Computers, iPads, instructional software

Building an Effective System

- The ultimate goal of UDL is to provide students with a system of readily available supports within the learning environment that ensure access, engagement, and success with standards
- Applying UDL principles during the lesson planning process is essential to ensuring individual lessons are accessible and engaging
- Perhaps even more important is identifying the most effective supports and ensuring those specific supports are readily available within the learning environment for all student to access for all instruction

Group Discussion

- How would providing more accessible, and engaging instruction impact achievement for students *in general*? For students with that struggle?
- What barriers could prevent this type of instructional planning process from occurring regularly?
- What support and resources will you need to move toward this way of work?

test ([Edit](#))[Introduction](#)[Goals](#)[Methods](#)[Materials](#)[Assessment](#)

Select one of the curriculum elements (goals, methods, materials, assessments) to begin your UDL Self-Check!

UDL Goals

To insure all students succeed, set and communicate clear learning [goals](#)! Remember, goals should be broad enough to allow many pathways to achievement and mastery. Do your students really need to write a story using text? Or can they create a narrative using images or sound?

[BEGIN UDL GOALS](#)

UDL Methods

Varied instructional methods and techniques are very effective in supporting students as they work to achieve lesson goals. As you fill out the UDL self-check statements, consider specific lessons that did not work for all your students and the instructional methods that are typically used in these lessons. Based on the lesson goals and your reflections, you may want to consider expanding the methods to address the diverse challenges, talents, and preferences of your students.

[BEGIN UDL METHODS](#)

UDL Materials

Flexible media and materials are very effective in supporting students as they work to achieve lesson goals. The items here help you consider specific lessons that did not work for all your students and the media and materials your curriculum included. Based on your lesson goals and your reflections, consider expanding your media and materials to address the diverse challenges, talents, and preferences of your students.

[BEGIN UDL MATERIALS](#)

UDL Assessment

Flexible, embedded, and ongoing assessments that are aligned to curriculum goals and methods can accurately measure students' skills, knowledge, and learning. As you fill out the UDL self-check statements, think about assessments that are typical in your curriculum and consider whether each student is fairly evaluated. Does the nature of the assessment itself impede some learners from showing what they really know and can do? Based on lesson goals and your reflections, you may want to consider expanding the assessments to address the diverse challenges, talents, and preferences of your students.

[BEGIN UDL ASSESSMENT](#)

UDL Self-Checker Example

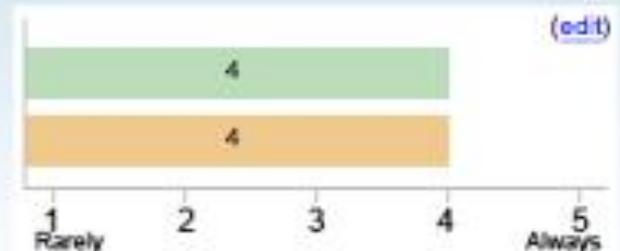
1.
 - Background knowledge is activated and critical information is provided to address the diversity of students' prior knowledge.
 - Students with different experiences and knowledge demonstrate what they know, learn from others, and are provided with multiple resources to help them develop needed background knowledge so that all are ready to learn.



Self-Reflect:

Key vocabulary and key questions are discussed prior to lesson. This engages what students should know or what prior knowledge students should have before the lesson begins. Students are all given chances to express what they know and can do it in any way in they chose.

2.
 - Critical features, big ideas, and important relationships are highlighted to guide attention and learning.
 - Highlighting critical features in literature, math, or science helps students understand what is important.

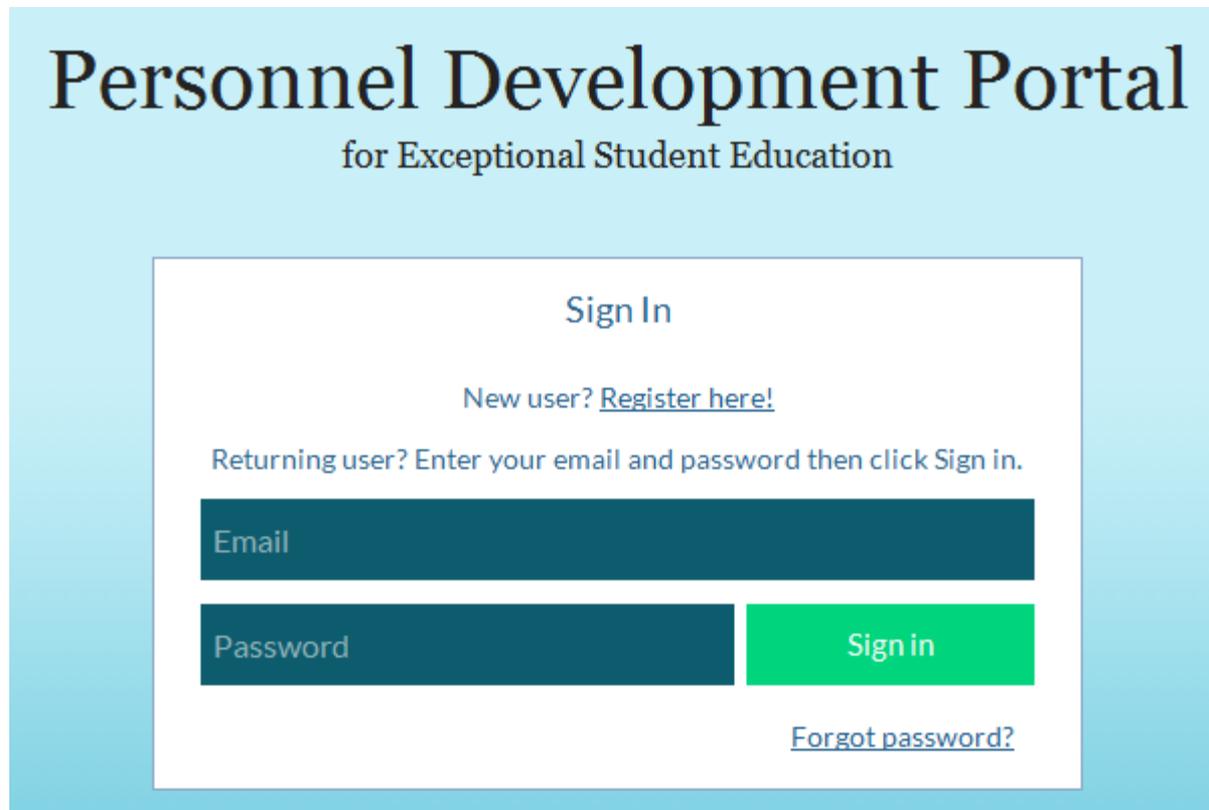


Self-Reflect:

The book is placed on the projected and read aloud so students have a visual to read off of and also read verbally if students struggle with reading. After each page, a whole-group discussion of what the main is, is discussed. The key parts are also listed for the entire class to see. Examples of laws are given and discussed.

UDL Module

- <http://pdportal.florida-ese.org/courses/index.aspx>



Personnel Development Portal
for Exceptional Student Education

Sign In

New user? [Register here!](#)

Returning user? Enter your email and password then click Sign in.

Email

Password

Sign in

[Forgot password?](#)

UDL Resources

- How Do You Teach? Checklist
- DIY Figure
- Example Options
- Guidelines
- Content-Specific Examples
- Look-Fors
- Trifold Matrix
- AT Ideas (Low-Tech to High-Tech)

Let's Stop and Reflect



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?

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



Step 2: Plan and Design Lesson

Prior to planning and designing the lesson:

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

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

Plan and
Design
Lesson
2

Develop the Lesson



Let's Review!

- Share what you learned about
 - How student's learn
 - Best practices in teaching
 - Background research
- What Questions do you still have?

Lesson Study in Action

Video 3



Planning the Lesson

- Utilize the “Guiding Questions for Planning the Lesson” document
- Utilize the “Lesson Plan and Observation” template



Planning and Developing the Research Lesson

- Select 3 case students to keep in mind when designing research lesson
- Modify or create a lesson and ensure support for struggling learners (academic/behavior)
- Using lesson development tool, determine goals for the lesson and indicators of whether the students have achieved the desired goals- may be broad for whole group and specific for each case student
- Review the team's development to this point and integrate into the lesson planning process
 - research theme, investigating how students learn, high probability barriers, unpacking standards, and UDL to inform lesson development

Planning and Developing the Research Lesson Continued

- Make students' thinking visible and open to observation and analysis
- Specify the type of evidence the team will collect to verify student learning and thinking
- Determine how to observe and record data through detailed observations of student activity, engagement, and written work during the lesson
- Determine data collection tools (e.g., field notes, checklists, rubrics, etc.)

Lesson Plan and Observation Template



Lesson Plan and Observation Template

Teacher:		Date:	
Class:		Period:	
Research Theme:		Topic/Content Area:	
Goal of the lesson: (By the end of this lesson students will...)			
FL Standard(s) Addressed:			
Connection to Prior Learning:			
Vocabulary Acquisition Strategies:			
Whole Group Student Objectives (Students will...)	Student 1 Success Criteria: (Academic/behavioral/engagement)	Student 2 Success Criteria: (Academic/behavioral/engagement)	Student 3 Success Criteria: (Academic/behavioral/engagement)
Essential Question(s):			
Multi-Tiered Supports Integration			
Technology Connection:	Behavior/Engagement Considerations:	Collaborative Structures Utilized:	Universal Design for Learning: Access Instruction: Engage with Instruction: Demonstrate Learning:

Lesson Study in Action

Video 4



Let's Stop and Reflect



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Planning for Data Collection



Data Collection

- Utilize the “Guiding Questions for Determining Data” document
- Utilize the “Lesson Plan and Observation” template



- Consider additional questions revolving around content, motivation, behavior and attitude

Best Practices in Observation and Data Collection

- Determine what questions related to student engagement/behavior/learning you would like answered
 - What percentage of time are students engaged/on-task/etc?
 - What is student accuracy rate?
 - How many times does a student _____?
 - What is student mastery rate?
- Behaviorally (objectively) define what accuracy/engagement/on-task/mastery/behaviors look like to know if they are occurring
- The questions you want answered will drive observation/data collection methods:
 - Percentage/number correct responses
 - Total number of target behaviors
 - Total number of minutes to calculate percentage of time
 - Presence or absence of target behaviors
- **Keep in mind you are an observer not a helper in the classroom**

Best Practices in Observation and Data Collection

- Know what you are looking for and tools to capture notes/observations in real time
- Sit in a spot where you can **clearly see and hear** what the student is doing (eyes, body, verbal responses, written products, etc.)
- Have a stop-watch/timer and watch to measure time intervals
- The purpose of the observation is to measure student responses under “fairly” typical instructional practices:
 - **Don’t** provide support that isn’t otherwise available
 - **Do** ask clarifying questions to students (during independent work times) if not sure about their responses

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- What **Questions** do you have?



Progress Check: Step 2 ✓



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			
		Establish LST mission, vision, group norms and procedures.			
	Determine Focus Area	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			
		<ul style="list-style-type: none"> Anticipate barriers to student learning and development 			
		<ul style="list-style-type: none"> Identify UDL principles to address high probability barriers 			
		<ul style="list-style-type: none"> Formulate goals (objective, essential questions) for student learning 			
		<ul style="list-style-type: none"> 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 			
	<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 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			
	Review and Refine	Team Debrief: Teacher; observers share data; team insights & reflection			
		Determine next steps: Reflect on lesson improvement and future application (refine and reteach, design new lesson, etc.).			

Homework

- CAST UDL Checker
 - Before and after lesson.
- Calendar Check:
 - Adobe Check-in Session:
 - Next Face-to-face session:



- Before Adobe Check-in Session:
 - UDL Checker and Your Lesson
 - Make any adjustments
- Who will do what, by when?
- Organize to share above findings on on Adobe
- Organize questions to ask on Adobe
- On Adobe Session, The lesson study team will determine:
 - The class where the lesson will be taught
 - The three students who will be observed
 - Which data each observer will collect
 - Whole group
 - Three individual students
 - Post-lesson interviews

Lesson Study in Action

Video 5

