Learning to do Lesson Study Right

Responding to Teachers' Needs

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With a Lesson Study process that is flexible and responsive to the needs of teachers in their unique circumstances, teams have a greater likelihood of "doing it right".

2000-2001

History	Safety	Organization	Impact
May – The Teaching Gap June – International Conference of Math Educators, Japan August – begin LS using "How to Lift 100 kilograms" 28 pioneers K-8 7 teams	Collectively plan the lesson Focus on student outcomes, not the teacher Empower teacher led design	Mid- and year-end meetings to reflect on the process and brainstorm needed changes.	

2001-2002

History	Safety	Organization	Impact
Aug. - 2 week workshop co-sponsored with Mills College Sept. – 15 teams 8 sites 95% of Highlands participates		Lesson Plan Format 3 meetings during the year to share progress, and modify the process	Anticipating Student Responses Recording students' comments as data
March – 4 day training and Open House for 300 participants, showcasing 5 LS teams	Observing and Debriefing Protocol		Considering long range goals for students Consulting research and experts

2002-2003

History	Safety	Organization	Impact
Aug. – 2 week workshop Video – How Many Seats Sept. – 78 teachers in Lesson Study teams Highlands begins school-wide Lesson Study	Norms	Roles – share the work Minutes Start with existing curriculum Create a year-long timeline at your first meeting	Refine debriefing discussion Target data collection Compare curriculum Rationale and Conclusion Year-end meeting to share our work

2003-2004

History	Safety	Organization	Impact
Aug .- 2 week workshop 45 teachers at 5 sites Highlands school-wide Differentiated Instruction Coaches Lesson Study Group Public Lesson for Coaches		Utilizing an established meeting protocol Posting minutes on school server	Unit, rather than lesson, design Observe as many lessons as you can 3 District wide meetings to share learning and invite others to observe Save lesson artifacts to share across teams

2004-2005

History	Safety	Organization	Impact
Aug. - 2 week workshop Oct. - 1 week Science workshop 65 teachers at 8 sites Highlands school-wide, Differentiated Instruction Feb. – Open House for 180 administrators	Guidelines for Outside Experts	Dirty Lesson Shared timeline Use of district PD days	Begin with a shared research discussion Build in a second look at research Observation Log

2005-2006

History	Safety	Organization	Impact
Aug. - 1 week workshop with multiple districts Fall - one day training for 25 Noyce districts Highlands continues school-wide on DI Achievement Gap	Norms, norms, norms Choosing your own group and topic	 Shared Mathematical Focus Shared timeline	More math, less planning Pre-select the lesson Open House Review school wide data School wide research question Celebrating our success

2006-2009

History	Safety	Organization	Impact
Move to Palo Alto Aug. - 1 week workshop Santa Clara Valley Math Initiative continues with 20 districts Highlands continues school-wide Lesson Study	Keep the discussion focused on student outcomes Design a shared vision of our ideal student	Inviting others is part of the planning process Annual Open House across 20 districts	Content, curriculum, research study time greater than planning time 4:1

Our Model

- Identify a pressing issue
- Clarify the goal – ideal outcome for students
- Consider data on where students are currently performing, perhaps collected via a dirty lesson

- Read and discuss research, begin curriculum study, consult with experts
- Review the unit of study and identify the point for the research lesson
- Plan a research lesson

- Write up the Lesson Plan and Rationale capturing teacher thinking
- Teach the lesson and collect data on student thinking
- Debrief and discuss follow-up

- Write a Conclusion about what was learned
- Share the learning with others

Until 2010

- Group: 2nd, two 3rd, 4th, and 5th grade teachers and math coach
- Issue: frustration with implementation of Every Day Mathematics
- Goal: Enable every child to be successful and engaged during the Mental Math portion

- Data: Collected by observing 10 minutes of Mental Math in each classroom

- Research: Thinking Mathematically, Carpenter, Franke, Levi; “Recognizing the Value of Mental Math Activities” Betty Young, EDM TR book

- Plan: Over a month, teachers document their use of identified variables hypothesized to impact Mental Math and record student outcomes.

- Daily informal discussions
- Research Lesson: Observe the 10 minute Mental Math lesson in three classrooms
- Debrief with invited guests from 2 local schools
- Write Conclusion and share at staff meeting and with district coaches

Conclusions

- Flexibility based on intent of the lesson
- Use an established protocol to provide safety
- Broader view of mathematical discourse
- Preview the math with students who need more time
- One problem vs. many
- How can we redirect students with incorrect answers?

Language Arts Example

- Three teachers – two 1st and one 2nd, Reading Specialist, District Coach

- The issue: District expectation that teachers implement a Readers Workshop format that incorporates Guided Reading Groups

- The goal: How do we create a Readers Workshop that meets the needs of all learners and engages them in rich, “just right” activities.

- The data: Collected by observing in the three teachers’ classrooms to measure engagement in the current Workshop format.

- The research: Guiding Readers and Writers, one day workshop on Guided Reading, observation in model classroom

- The plan: Teachers would try to incorporate strategies from GRW over the next month that addressed the engagement issues that emerged from the first lesson observations.

- Research Lesson: Observing the Readers Workshop block in all three classrooms again and measuring engagement

- Debrief with guests from one local school

- Write up our conclusions via an on-line conversation and share our work at the subsequent staff meeting.

Conclusions

- Whole class mini-lessons to tie together the work of all groups
- The order of GRG impacts engagement
- 15/20 minute energy wave
- Integrate pro-social activities
- Choice is motivating and allows for differentiation

With a lesson study process that is flexible and responsive to the needs of teachers in their unique circumstances, teams have a greater likelihood of "doing it right".

By “doing it right” – I mean providing opportunities for teachers to learn and grow professionally in a safe environment so they can improve their practice in the classroom and be motivated to provide instruction that maximizes student learning.