Lesson Study Facilitator
Professional Learning

September 2012
Scale: Your Lesson Study Knowledge

4 I can explain the 4 phases of the lesson study process, the purpose of lesson study and my role as a facilitator. I have a strategic plan for implementation with my research team.

3 I can explain the 4 phases of the lesson study process, the purpose of lesson study and my role as a facilitator.

2 I can explain some parts of the lesson study process and the purpose of lesson study.

1 I need more information on the 4 phases of the lesson study process, the purpose of lesson study and/or my role as a facilitator.
Today, we will learn the four phases of the Lesson Study process, the purpose of Lesson Study, and our role as facilitators.
We will learn this by:

- becoming familiar with the purposes of Lesson Study and reviewing the cycle,
- experiencing the creation of norms of collaboration,
- analyzing the lesson study protocol, and
- planning to implement Lesson Study.
## Learning Goal Scale

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## High Effect Strategy
(central goals, metacognition, self monitoring)

<table>
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<th>Active Learning Strategy</th>
<th>How I Might Use This Strategy</th>
<th>Why Might be Useful Here</th>
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<td>Provide Clear Learning Goals and Scales</td>
<td>Bellwork at the beginning of class</td>
<td>Students know what they will be learning as it helps them personalize the goal.</td>
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Facilitator vs. Coach
Famous Pairs!

• What are your experiences with Lesson Study?

• What are your goals for Lesson Study?
Think about it...

What are qualities of good professional learning?

What is your evidence?
Effective Professional Learning

- Is intensive, ongoing, and connected to practice
- Focuses on student learning and addresses the teaching of specific curriculum content
- Aligns with school improvement priorities and goals
- Builds strong working relationships among teachers

Source: Darling-Hammond, Wei, Andree, Richardson, & Orphanos (2009)
What is Lesson Study?

• A model of ongoing professional learning.
• A team of teachers collectively planning, teaching, observing, and analyzing lessons.
• A cycle of lessons in which new insights are integrated into subsequent lesson planning.
• The work of a professional learning community that puts student learning at its center.

Lesson study is really as much of a culture as it is a professional development practice. Tad Watanabe, Kennesaw State University
Lesson Study is NOT...

- Creating the perfect lesson
- Creating lesson plans
- Curriculum writing/review
- Book studies
- Coaching/mentoring
- Demonstration lessons
- Action research

However, it may involve elements of these.
Lesson study helps us:

- design better lessons to engage students and their thinking,
- deepen our content knowledge,
- examine the cause and effect relationship between teaching and learning,
- discern more effective and less effective teaching strategies,
- become more astute observers of students, and
- build supportive collegial relationships and enrich our professional lives.
I have to say that the lesson study the 7th grade math teachers went through this week is by far the absolute best professional development I have ever experienced.

The ease in developing the lesson, the input, analyzing what works and what doesn’t, and finding ways to make the lesson better was outstanding. I had a great time and am looking forward to teaching this lesson to my kids.
Lesson Study Team

A team of 4-6 teachers who:

– teach at the same grade level or in the same subject area,
– work and learn together,
– meet regularly to participate in lesson study cycles together, and
– share a spirit of inquiry about their students and their teaching practice.
Lesson Study Cycle

Using the headings, descriptions, and arrows, create the lesson study cycle
Lesson Study Step by Step

1. Study Curriculum and Formulate Goals

2. Plan

3. Conduct Research Lesson

4. Reflect

(Lewis & Hurd, 2010)
Observe a Facilitator and Research Team

- Decide who will be Partner A and Partner B

  - Partner A - teachers
  - Partner B - facilitators
As a facilitator I learned to hone and sharpen my interpersonal relationship and team management skills. I discovered I could lead and direct a group without directly participating.

- Zack Tullis, High School Teacher
Inside Outside Circle

- Number off 1, 2.
- Ones form a circle.
- Twos form a circle outside the ones (concentric circles).
- The inside circle should face out and the outside circle should face in so that everyone is facing someone in the other circle.
Inside-Outside Circle Question

• Think about what you have learned about lesson study.
• What do you expect some of the challenges are to implementing lesson study effectively?
• After discussing some of the challenges you expect to face, what might be some solutions to these challenges?
I enjoyed working collaboratively with my team. They were all open and straightforward, willing to share both positive and negative opinions. Mutual respect is vital to this process and all our members respect each other.

Teacher, Lockhart Middle School
Set Team NORMS for Lesson Study

In what ways might learning together in lesson study require taking risks?
Our NORMS

• We will...

• What will we do if “we don’t?”
Debrief Team Norms

• What was the experience like for you?

• What questions does the process of creating these norms raise for you?

• What challenges might you have facilitating this process?
Learning Goal and Scale

• Think about what you have learned this morning.

• Talk with your partner – What have you learned so far today?
Protocol Review

• Analyze the protocol using Figure 3-1 page 30 (Lewis & Hurd, 2011)

• Resources to help you:

  – 21st Century Mentoring Handbook (Rutherford, 2005)
  – Facilitator Stems and Strategies (hand out)
  – Choose 5 techniques you will try
  – Share with a partner
| Teacher Learning Activities  
(Activity, problems, questions) | Anticipated Teacher Response and Facilitator Response  
(What will kids do? What will teachers do in response?) | Points to Notice/Evaluations  
(Data collection points, “look fors”) |
|---|---|---|
| 2. Focus the Group’s Inquiry pg. 43  
Develop a Research Theme  
Use Appendix J to choose a research theme  
After each member shares their “ideals,” decide on a focus for the research theme. Finish together.  
Determine the research theme and write it on chart paper.  
Teachers discuss all ideals and then choose 1 focus. Teachers cannot choose one ideal for the focus. (Ask: What are qualities that will make our students successful in life? If there are 3 things that will be most important for your kids to learn this year, what would those be? What do our kids need to know and be able to do in the 21st century? Give examples of research themes)  
Does the group adhere to the norms?  
Is there a dominant or quiet participant? What strategies do I use to make sure all voices are heard?  
Do teachers struggle to come to consensus on a research theme?  
Is the research theme broad enough?  
Will the research theme help students make connections?) | | |
As teachers we can’t just plan our part. We have to think about the student reaction… where they are going to struggle and how we will help them.

Teacher, Silver Star School
How might using these tools and processes support teachers in their data collection and analysis?
I learned the importance of observing the children. Usually when we have an opportunity to observe a lesson being taught we focus on the teacher. After observing the students, our discussion of the successes and non-successes of the lesson was very insightful.

Teacher, Dover Shores Elementary School
Facilitator vs. Coach
How does Lesson Study fit?

Common Core State Standards (CCSS), Florida’s Continuous Improvement Model (FCIM), Professional Learning Communities (PLC), Response to Intervention (RtI), Multi-tiered Systems of Student Support (MTSSS), and School Improvement Plans
Protocol Reflection

• Where did you struggle?

• What did you find most beneficial?

• What strategies can we suggest?
Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes.

(Hattie, 2012, p. 37)
Professional Learning

How does lesson study compare to our qualities of professional learning?
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Lesson Study Reflection

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