

Lesson Study





Objectives:

- Introduce lesson study
- Understand the structure of lesson study



What do you know about lesson study?

Share out words and phrases-make a guess!

History



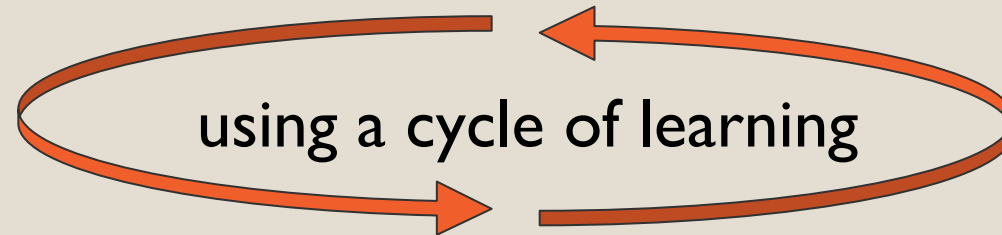
- Originated in Japan as a grassroots effort in the 1960s, initiated by teachers
- *Jugyokenkyu*: *jugyo* (lesson) *kenkyu* (study or research)
- Used at every stage of teacher development, beginning with pre-service
- Embraced by national research organizations; district, regional, cross-district lesson study groups; and individual schools

Lesson Study Model



A model of ongoing professional development in which:

A **team** of teachers collectively plan, teach, observe and analyze specific lessons



in which new insights are integrated into subsequent lessons

while working as a Professional Learning Community,

putting **student learning** at the center.



Lesson Study

“Flyover”

Thank you to Isabel!

Lesson Study Norms



- All members of the LS group are equal as learners whatever their age, experience, expertise, or seniority in school or beyond.
- All contributions are treated with unconditional positive regard. This doesn't mean they will not be subject to analysis, doubt or challenges, this means no one will be made to feel foolish for venturing a suggestion. It is often suggestions that make you feel foolish or vulnerable that are of the greatest value and generate the most learning.
- We will support whoever teaches the research lesson(s) and make faithful observation, recording as much as possible what pupils say as well as do.
- We will share what we learn – our new practice knowledge - with our colleagues as accurately and vividly as we can and in such a way that they can benefit from and try it out themselves
- We will share the aims and outcomes of our Lesson Study with our pupils appropriately, depending on their ages and stages of development. Their views, ideas and perspectives will be treated with equal positive regard.
- Any others?

During Lesson Study, teachers:

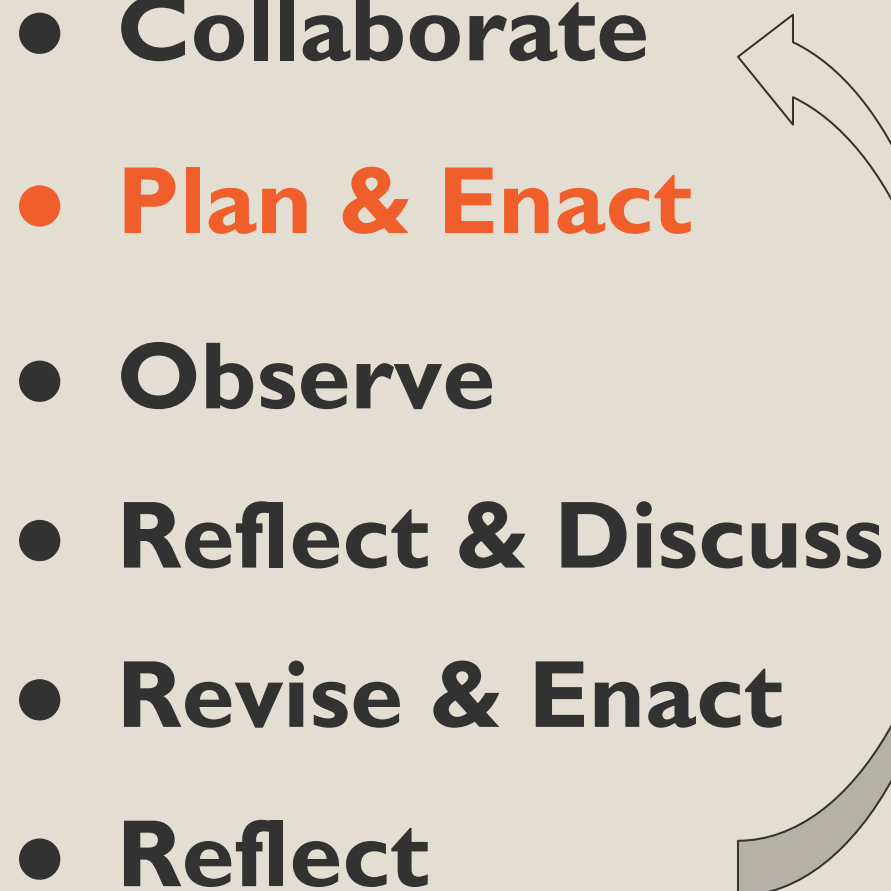
- Collaborate
- Plan & Enact
- Observe
- Reflect & Discuss
- Revise & Enact
- Reflect



MALLI Practices: Literacy, Vocabulary, Discourse

“research lesson(s)”
standards for long-term
discuss and revise the
designed to bring
practices and the approach
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long-term goals to life, as
to instruction based on
well as to teach particular
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academic content

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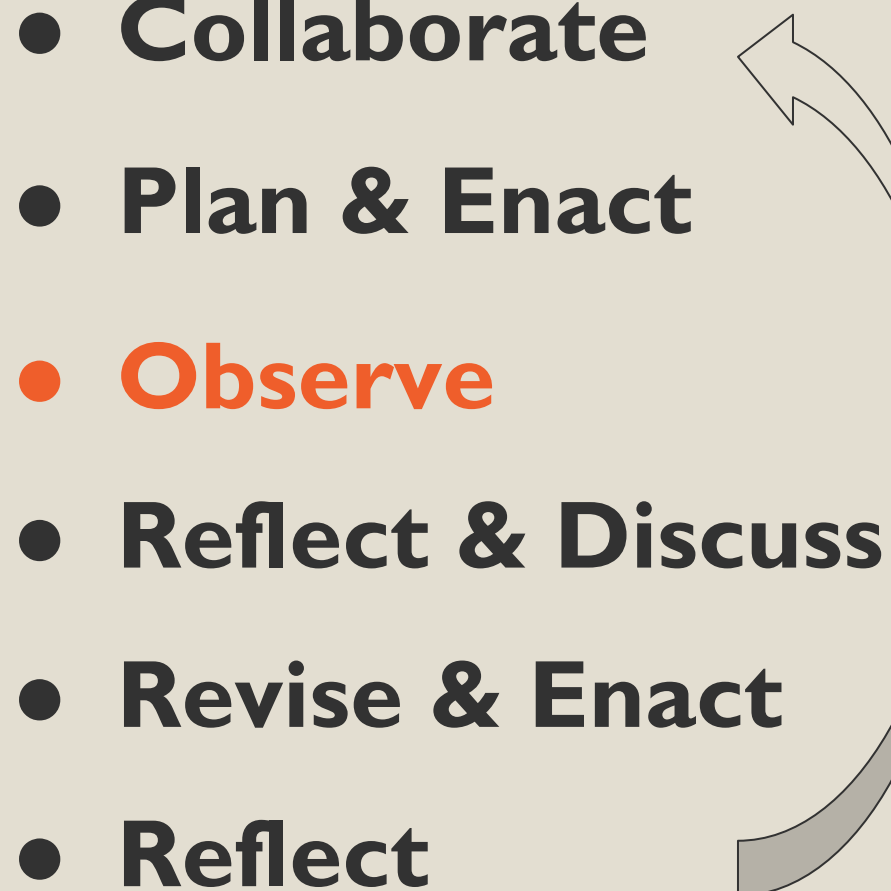
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MALLI Practices:
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student learning,
engagement, and behavior
during the lesson



Observing: Self and Colleagues

- To understand student thinking and learning process
- To collect **data** to back up those points
- To determine how students received the lesson

Additional Thoughts:


- Collect data with the lesson **goal** in mind
- Document student learning processes, ideas of solving a problem, common misunderstandings and how and when they changed
- Use the lesson plan, seating chart, and worksheet to record

After we watch, who will facilitate the dialogue? Record ideas/thoughts?
Who will be the final commentator?



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MALLI Practices:
Literacy, Vocabulary, Discourse

discuss and revise the lesson and the approach to instruction based on these observations



Debriefing

Before debriefing: assign a facilitator, a recorder, a final commentator

During debriefing:

- The instructor's short comment on his/her teaching
 - A member of the lesson planning group explaining the lesson
 - Discussion toward the predetermined goals and student learning
 - Final comment
- } **Set the focus and the tone**

Reference:

Lesson Study: A Handbook of Teacher-led Instructional Change(Lewis, 2002



Lesson Study: Powerful PD

Some final observations

Effective Professional Development



- Collaborative, comprehensive, ongoing
- Focused on subject matter
- Teacher driven and classroom based
- Active and hands on
- Focused on student practice

Lesson Study is **all** these things.

Source: Developmental Studies Center

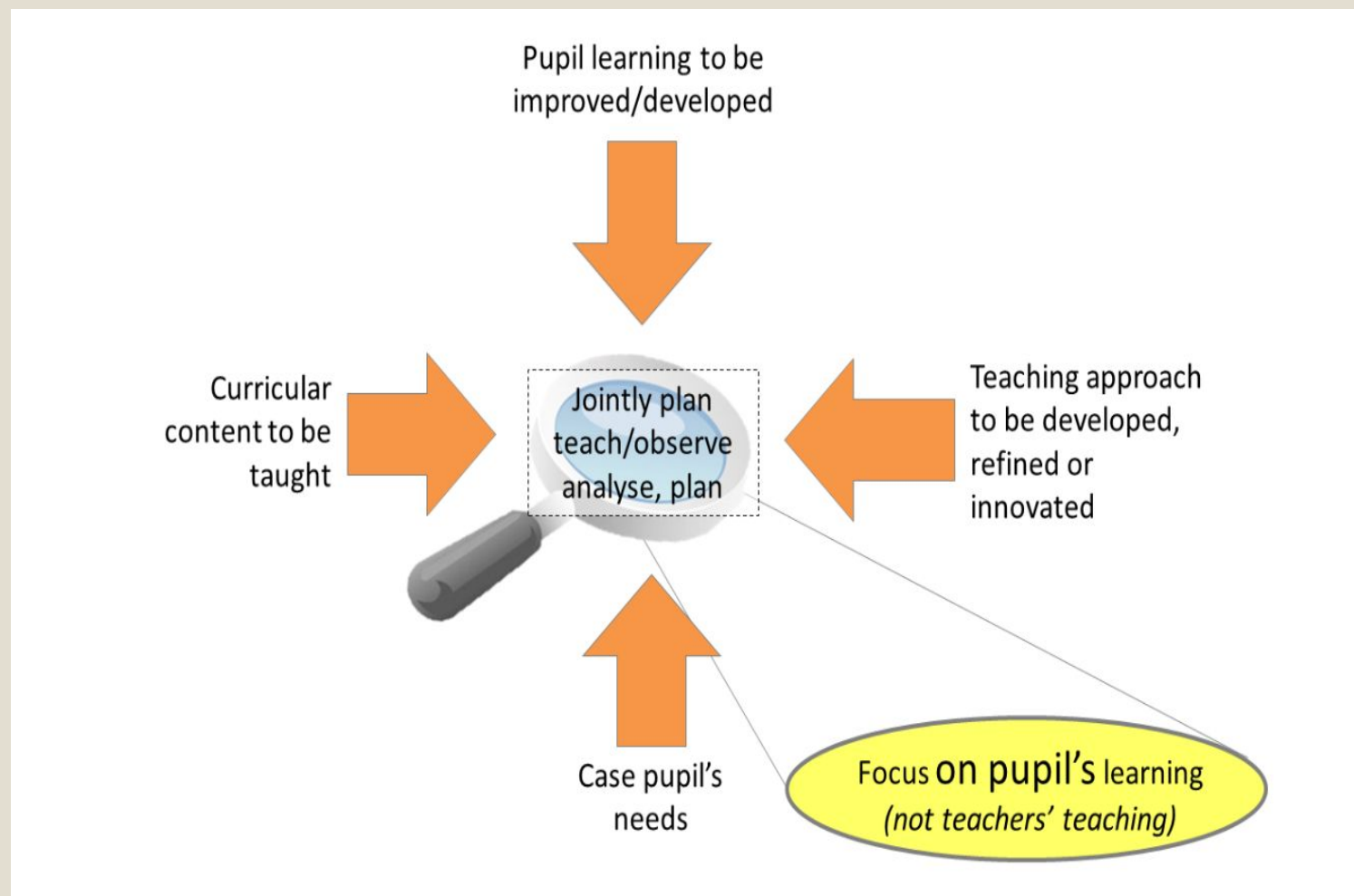


Lesson Study is Powerful PD

“It is hard to incorporate new instructional ideas and materials in classrooms unless we see how they actually look. In lesson study, we see what goes on in the lesson more objectively, and that helps us understand the important ideas without being overly concerned about other issues in our classrooms.”

(Murata and Takahashi, 2002)

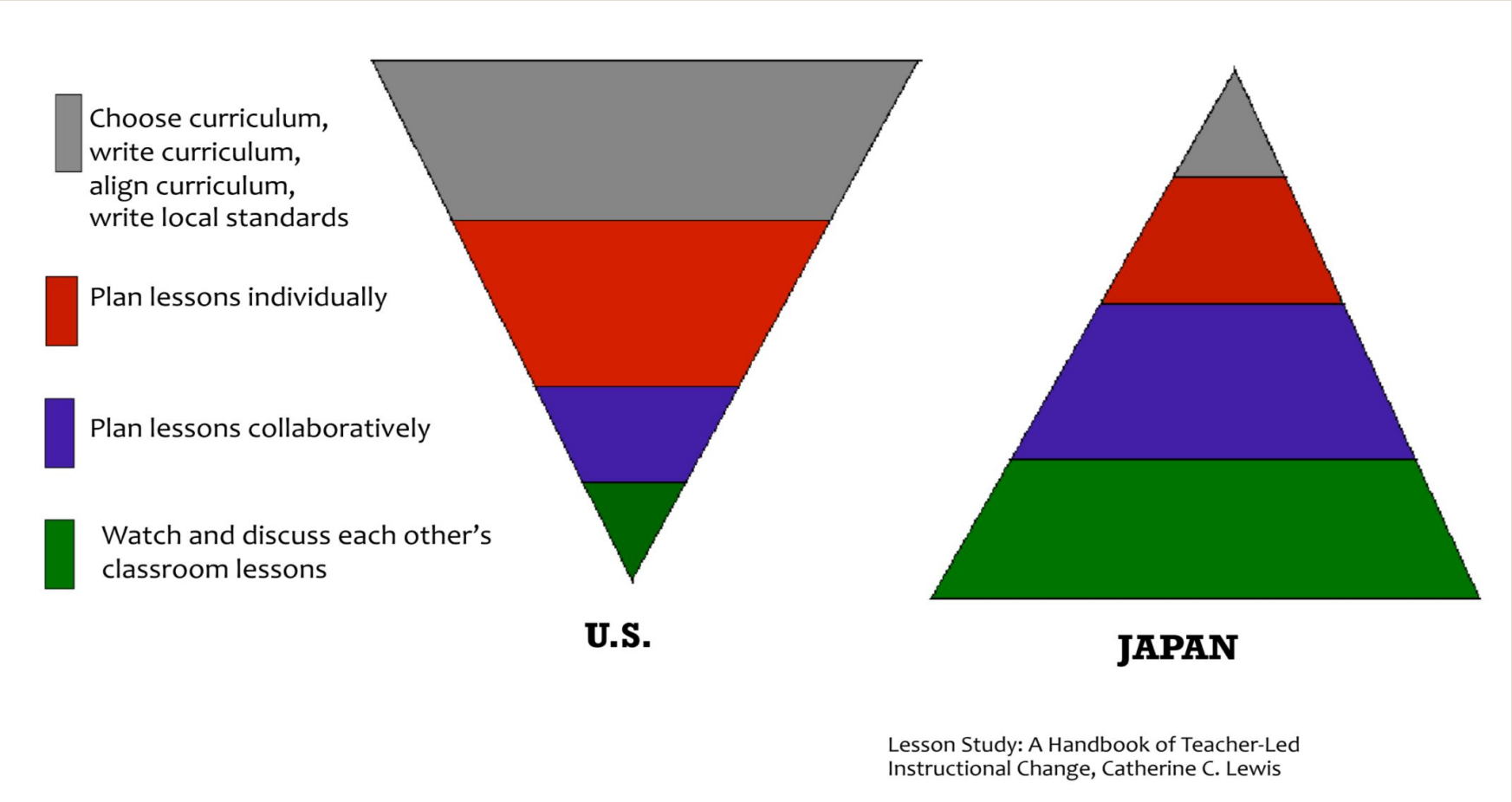
Lesson Study Balances





Teachers' Activities to Improve Instruction

How does the US compare with Japan?



Resources



- ★ Lesson Study: A Handbook of Teacher-Led Instructional Change by Catherine C. Lewis
- ★ Lesson Study Communities: Increasing Achievement with Diverse Students by Karin Wiburg & Susan Brown
- ★ Leading Lesson Study: A Practical Guide for Teachers and Facilitators by Jennifer Stepanek, et. al.
- ★ How Many Seats? Excerpts from a Lesson Study Cycle (Video) by Catherine Lewis
<http://www.lessonresearch.net/videos1.html>
- ★ For information about Lesson Study around the world join the World Association of Lesson Studies (WALS) at:
www.walsnet.org
- ★ For research papers and lesson studies published internationally go to:
<http://www.emeraldinsight.com/products/journals/journals.htm?id=ijlls>

Lunch Time!
Be ready for \$ talk @ 1 pm!



Thank you!