

Lesson Study Institute: Introduction and Overview

Webinar Dates:

March 12, 2019 (Central Valley)

April 4, 2019 (San Bernardino Region)

CAEP Technical Assistance Project

Jacques LaCour – jacques@lacourconsulting.com



CALIFORNIA
ADULT EDUCATION
PROGRAM
TECHNICAL ASSISTANCE PROJECT

In the Chatpods, Please Answer...

What does *professional* mean to you in the context of professional development?

What's the most effective professional development activity you've participated in? What made it so effective?

LS Webinar Objectives

You'll be able to...

- Identify the basic steps and key elements of the Lesson Study process
- Identify what teachers learn during Lesson Study
- Identify the benefits and challenges of Lesson Study
- Begin pre-planning logistical supports for Lesson Study implementation
- Prepare for full engagement in the face-to-face training

Lesson Study Videos

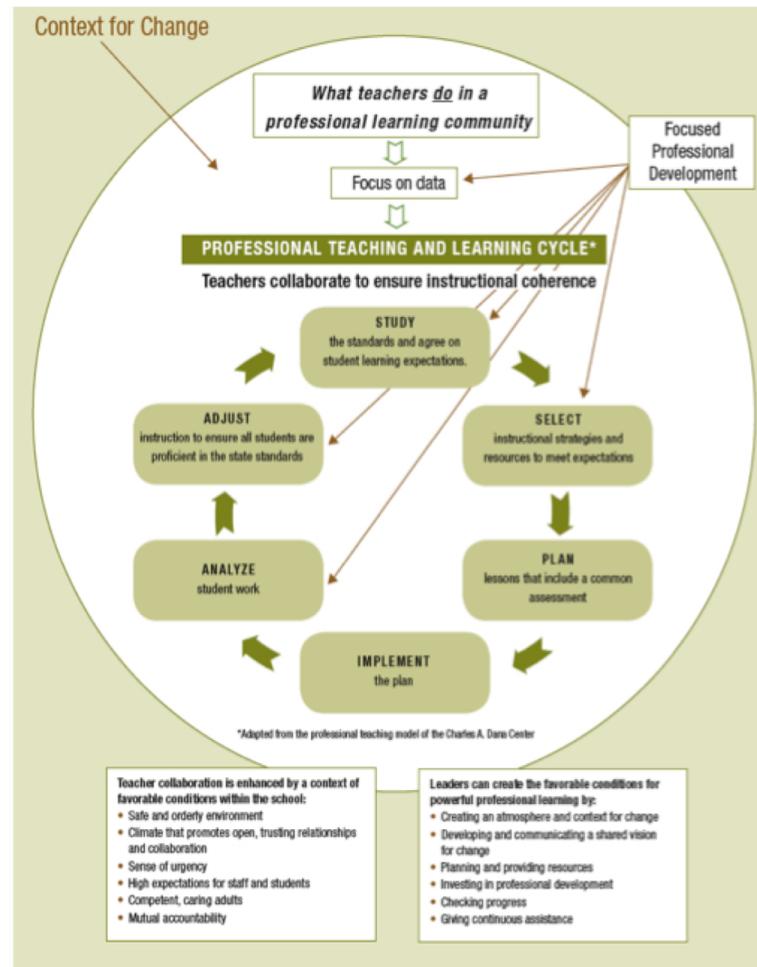
- <https://www.youtube.com/watch?v=g48DAG4hJd4&t=45s>
- https://www.youtube.com/watch?v=f58eP_S1hLc



Qualities/Characteristics of Effective Professional Development

- Experiential
- Embedded and sustained
- Benefits students & educators
- Collaborative and safe
- Supported
- Uses data & measures outcomes
- Research-to-Practice
- Classroom focused

The Professional Teaching and Learning Cycle



Chatpod

- How does workshop and conference participation fit into the professional teaching and learning cycle and/or Lesson Study?

The Lesson Itself Is Not the Point

- The Research Lesson is **not** the main product of Lesson Study; the lesson is the *vehicle* for improving student learning through teacher learning.
- What teachers learn collectively in the Lesson Study process becomes part of their individual instructional repertoire.

Lesson Study Focuses on Essential Learning

- Allows teachers to focus on concepts that are challenging for students to understand and teachers to teach.



Teacher Quote

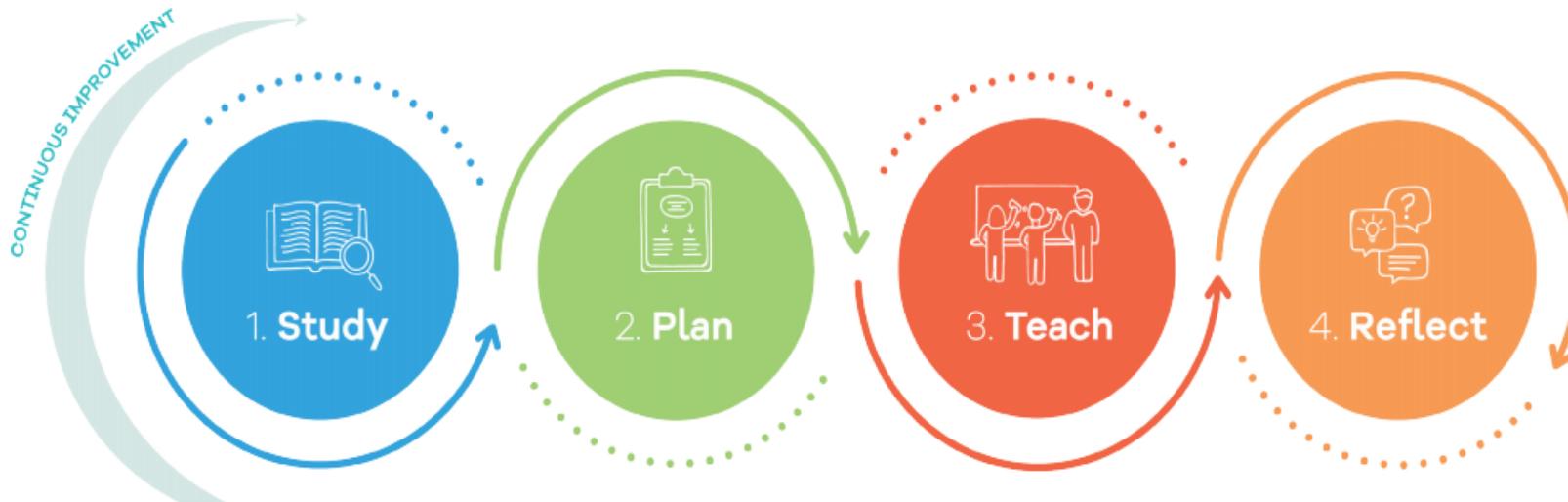
“I’d rather struggle together than struggle by myself.”



Anticipating Student Thinking

- Teachers anticipate student thinking and responses to prompts in the research lesson.
- They compare their expectations with actual student thinking during the lesson.
- Developing the skill of accurately anticipating students' responses helps teachers plan and deliver more effective lessons.





A team of teachers considers their long-term goals for students and chooses a specific area of instruction they want to improve. Equipped with curiosity, they look beyond their own classrooms to study what other teachers and researchers know about this area of instruction, and bring it back to their own curriculum.

The team focuses in depth on one unit of their curriculum, co-planning one lesson within the unit. The unit and lesson plan bring to life teachers' vision of high-quality teaching-learning, their insights from the Study phase, and their knowledge about their own students' thinking.

One teacher brings to life the team's lesson in the classroom, while other team members carefully observe individual students, taking notes and photos that help them understand the lesson from students' viewpoints. This is a thrilling moment for every team—seeing how their ideas play out in the real world of the classroom.

Soon after the lesson, teachers meet for a post-lesson discussion. They share data from individual students, building a picture of student learning. As teachers share their observations, they deepen their curiosity about student thinking and reconnect with their passion for learning.

The Lesson Study Group

at Mills College

www.lessonresearch.net



CALIFORNIA
ADULT EDUCATION
PROGRAM
TECHNICAL ASSISTANCE PROJECT

THE LESSON STUDY CYCLE

STUDY

WHAT TEAMS DO

- REVIEW CURRICULUM, STANDARDS, CONTENT, DATA, AND PRACTICES.
- CHOOSE A STUDENT LEARNING FOCUS.

WHAT TEAMS LEARN

- INSIGHT FROM COLLEAGUES AND CONTENT REVIEW
- LINKS BETWEEN CURRICULUM, STUDENT GOALS, AND DAILY LESSONS

BETTER STUDENT OUTCOMES THROUGH TEACHERS' CONTINUOUS PROFESSIONAL GROWTH

PLAN

WHAT TEAMS DO

- PLAN A "RESEARCH LESSON" AND ASSESSMENT
- ANTICIPATE STUDENT RESPONSES AND LEARNING

WHAT TEAMS LEARN

- HOW TO APPLY RESEARCH TO PRACTICE
- VARIETY OF INSTRUCTIONAL AND ASSESSMENT PRACTICES
- SUPPORTED RISK TAKING

TEACH AND OBSERVE STUDENTS

WHAT TEAMS DO

- TEACH OR CO-TEACH RESEARCH LESSON
- OBSERVE AND COLLECT DATA ON HOW STUDENTS RESPOND

WHAT TEAMS LEARN

- HOW TO UNDERSTAND STUDENT THINKING
- LESSON FLOW AND DELIVERY
- STUDENTS' CAPACITY FOR LEARNING

REFLECT AND SHARE

WHAT TEAMS DO

- USE A PROTOCOL TO DEBRIEF THE RESEARCH LESSON
- ANALYZE STUDENT RESPONSES AND LEARNING
- MEMORIALIZE LESSON AND SHARE RESULTS

WHAT TEAMS LEARN

- LESSON DESIGN AND DELIVERY BEST MATCHED TO STUDENTS
- HOW TO IDENTIFY THE RIGHT CONTENT TO TEACH
- IMPLICATIONS FOR FUTURE TEACHING AND LEARNING



What Do Teachers Learn through the Lesson Study Cycle?

- Content knowledge
- Instructional and planning skills
- How students think and learn
- Assessment strategies
- Facilitation skills and effective collaboration skills



Learning and Doing in the *Study* Phase

- Shared professional wisdom
- Research
- Standards
- Content
- Curricula and instructional materials
- Internal and/or external experts
- Deep thinking re: long- and short-term student goals

Learning and Doing in the *Planning* Phase

- Instructional skills
- Selecting focused, effective materials
- Posing key questions
- Strategic selection of student tasks and activities
- Formative assessment strategies
- ***Predicting students' responses***
- Lesson planning techniques and formats



Learning and Doing in the *Teaching/Observation* Phase

- Lesson delivery and flow
- Skillful observation of how students think and respond
- Put research into practice



Observation and Debriefing Focus

- Student-focused and lesson-focused, not teacher-focused
- Did students respond to our plan as we expected?

If not, why not? What did they do instead?

What might we do differently to ensure that students will respond as expected?



Teacher Quote

“The talk around the water cooler has really changed. We used to hide it when we had a failure. And everybody has failures in teaching. And now, we’re perfectly comfortable saying, ‘You know, I don’t have a good way of teaching division with remainders. What do you do? Can I come see it in your classroom?’”



Learning and Doing in the *Reflect* Phase

- Identifying what works for which students
- Analysis of student work and responses - data analysis
- How to adjust curriculum and instruction
- Refinement of flow, timing, prompts, tasks, questions
- Implications for pre- and post- lessons
- Shift from “my students” to “our students”



The Lesson Study Mindset

- A learning stance, openness and curiosity, asking questions
- Shared ownership and responsibility, interdependence
- Emphasis on students and learning, not on teachers and teaching

Teacher Quote

“I think Lesson Study is the most effective form of professional development available to teachers because it is a way to incorporate the strengths of colleagues in your own teaching practice.”



How Much Time Does Lesson Study Take?

- Study research, standards, curricula, materials, etc.
 - 3 – 4 meetings
- Plan the lesson
 - 3 – 4 meetings
- Teach and Observe
 - Part of one class period
- Reflect
 - One session on same day as lesson observation
 - One session up to one week later

Time, continued

- Two Lesson Study cycles per school year
- Approx. 15 hours per cycle *for experienced teams*; several hours more for first-time teams
- First two or three cycles: follow the steps and protocols faithfully
- Be somewhat flexible with the cycle once it feels second-nature

Benefits and Challenges

- In the chat pod, please project benefits and challenges that might accompany the practice of Lesson Study.

Face-to-Face LS Institute Day

Friday, March 22

9:00 – 4:00; lunch provided

Clovis Community College
Herndon Campus

390 W. Fir Ave – Bldg. B, Room 309

Clovis CA 93611

Preview of Face-to-Face Training

Bring a laptop or tablet

Institute Objective:

Draft an action plan for implementing Lesson Study by learning and doing at your sites or in your regions

Preview of Face-to-Face Training

What we'll cover:

- Planning for change
- Forming and sustaining various types of LS Groups
- Making and scheduling time for LS meetings
- Supporting LS – resources and technology

Preview of Face-to-Face Training, continued

- Using standards and data to focus the Lesson Study topic (Study)
- Developing the research lesson and data collection plan (Plan)
- Conducting and debriefing the research lesson (Teach and Observe; Reflect and Share)
- Facilitation, protocols and anticipating challenges

Homework to Prepare for the Face to Face Training

- Time: Complete the *Making Time* worksheet and bring your results to the face to face session.
- Resources: Brainstorm ways to adjust or add to professional development budgets to support Lesson Study.
- Interest: Project which teachers, teams, departments or schools might be most genuinely interested in participating.
- Visit <https://lessonresearch.net/> and familiarize yourself with the site.

Shift in Professional Development

From...	To...
Getting workshop content...	Using conscious planning and proven structures for implementing and refining skills
Individual teachers finding ways to improve practice and results...	Collaborative teams of teachers helping each other improve
A focus on teaching...	A focus on learning
Making premature judgments about the effectiveness of skills and strategies...	Adopting a sustained, supported approach to ensure adequate time for adjusting skills to suit particular classes and students

Lesson Study Resources

- The Lesson Study Group at Mills College
<https://lessonresearch.net/>
- Tools for Learning Schools (from Learning Forward)
<https://learningforward.org/publications/tools-for-learning-schools/tools-for-learning-schools/2011/06/01/tools-for-schools-summer-2011-vol.-14-no.-4>
- *Leading Lesson Study*, Stepanek, Appel, et al

Recommended Purchase

- *Lesson Study Step-by-Step: How Teacher Learning Communities Improve Instruction*
- Authors: Catherine C. Lewis and Jacqueline Hurd
- Heinemann, ISBN 978-0-325-08022-2
- Amazon Price as of 3/5/19: \$26.66

See you on March 22
at 9:00 a.m.
at the Herndon
Campus of Clovis
Community College.
*Bring a laptop or
tablet!*

