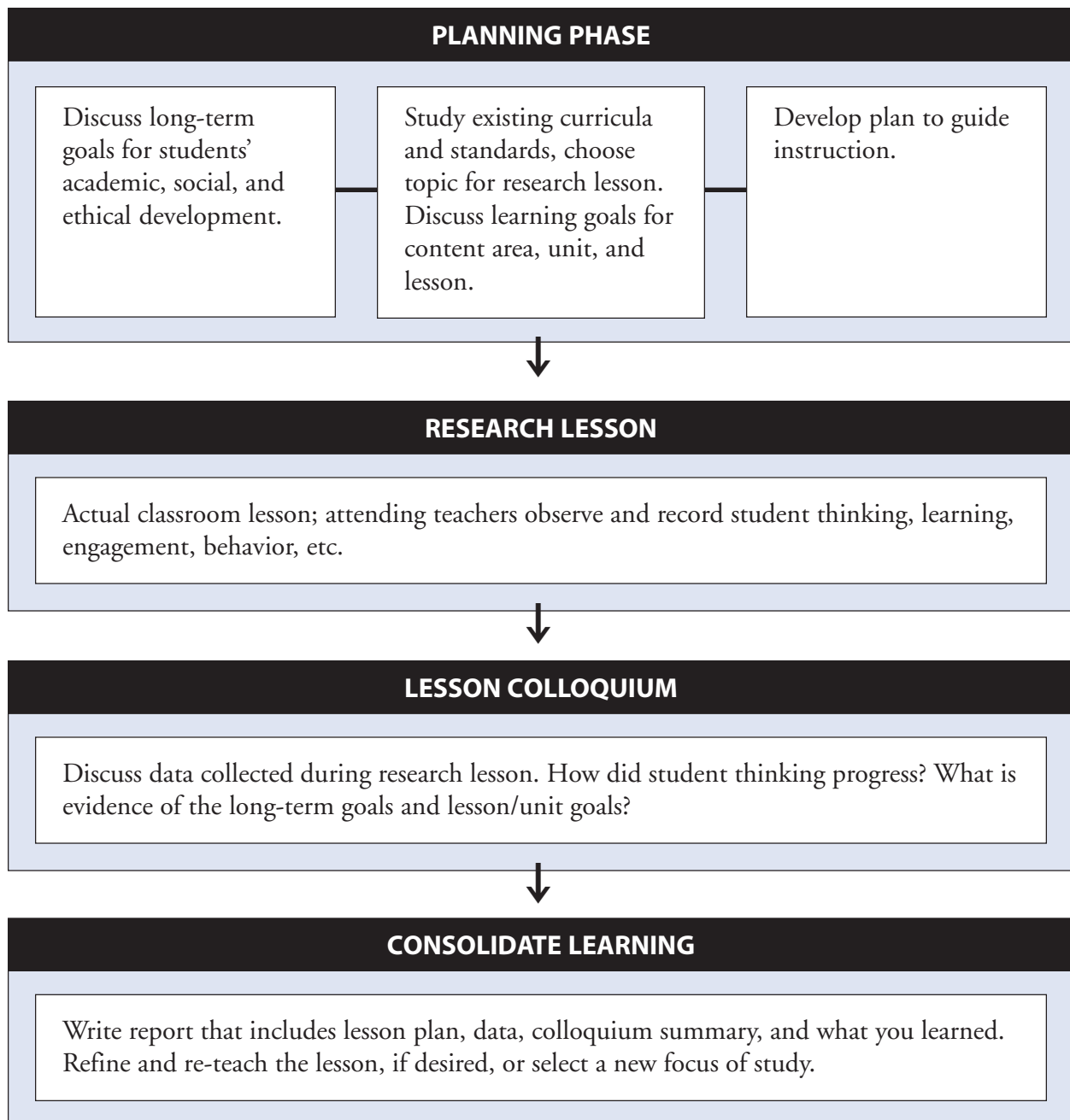


Lesson Study

Handouts for this chapter include:

1. Lesson study
2. Agenda for lesson colloquium
3. Choosing a lesson study theme
4. Template: Plan to guide learning
5. Reflection on the lesson study cycle

Lesson study



Agenda for lesson colloquium

1. The instructor's reflections

The instructor describes her aims for today's lesson, comments on what went well and on any difficulties, and reflects on what was learned in planning and conducting today's lesson. (5 minutes or less.)

2. Background information from the lesson study group members

The lesson study team members explain their goals for students (both lesson goals and long-term goals) and why they designed the lesson (and unit) as they did. They describe changes made to the lesson design over time.

3. Presentation and discussion of data from the research lesson

Lesson study team members (followed by observers, if any) present and discuss data on student learning, engagement, and behavior from the research lesson and the larger unit of which it is a part. The data may include student work, a record of questions by the teacher and/or students, narrative records of all activities by particular children or small groups, record of the blackboard, etc., that have been agreed upon in advance. What do the data suggest about the students' progress on the lesson goals and goals for long-term development?

4. General discussion

A brief free discussion period, facilitated by a moderator, may be included. The focus is on student learning and development, and on how specific elements of lesson design promoted these. The moderator may elicit group comments or designate particular themes for discussion so that there is ordered discussion of key issues, rather than a "point-volleying session," to use a phrase from Clea Fernandez and colleagues. Comments of a sensitive nature may be conveyed privately later.

5. Outside commentator (optional)

An invited outside commentator may discuss the lesson.

6. Thanks

Particularly if the gathering is large, an administrator commonly will thank the instructor, planners, and attendees for their work to improve instruction.

Note: The items in bold are the actual agenda items from a faculty discussion following a research lesson. The regular typeface is added commentary. Each speaker commonly prefaces his or her comments with thanks to the teachers who taught, planned, and supported the lesson.

Choosing a lesson study theme

Think about the students you serve.

Your ideals:

What qualities would you like these students to have five or 10 years from now?

The actual:

List the qualities they have now.

The gap:

Compare the ideal and the actual. What are the gaps you would most like to work on?

The research theme (long-term goal):

State positively the ideal student qualities you choose to work on. For example:

Fundamental academic skills that will ensure students' progress and a rich sense of human rights.

Your research theme:

Template: Plan to guide learning

Date _____ Grade _____ Subject _____
 School _____ Instructor _____

Planning Group:

1. Unit name: _____
2. Unit objectives: _____
3. Research theme (or main aim) of lesson study: _____

4. Current characteristics of students: _____
5. Learning plan for unit:
 - Unit goals or outcomes (connections to standards and prior and subsequent learning, if appropriate)
 - Sequence of lessons in the unit

Number of lessons	Content	Points to notice and evaluate	Materials, strategies

- Explanation of unit flow that will enable students to move from current understanding, motivation, and skills to desired outcomes

- 6. Plan for the research lesson
 - a. Aims of the lesson
 - b. Learning process for the lesson (what activities and experiences will help students move from their initial understanding to the desired aims?) *(This chart may continue for several pages.)*

Teacher activity	Anticipated student thinking and activities	Points to notice and evaluate	Materials, strategies

- c. Evaluation of this lesson (major points to be evaluated)
 - d. Copies of lesson materials (e.g. blackboard plan, student handouts, visual aids)
- 7. Background information and data collection forms for observers (e.g. seating chart, prior student work, note-taking forms, information on particular students to be observed)

Reflection on the lesson study cycle

1. What aspects of our lesson study work do we value?
2. What improvements can we make?

These questions may spark thinking:

1. Is lesson study leading us to think in new ways about our everyday practice?
2. Is lesson study helping us develop our knowledge of subject matter and of student learning and development?
3. Is our lesson study goal compelling to all of us?
 - a. Are we working together in a productive and supportive way?
 - b. Have we made progress?
 - c. Do all members of our group feel included and valued?
 - d. Do nonparticipants feel informed and invited?

Note: These reflection questions are influenced by the work of Clea Fernandez and Makoto Yoshida with the Lesson Study Research Group.