THE "KEY" TO TRUE TEACHER COLLABORATION IN DESIGNING AND DELIVERING EFFECTIVE LESSONS:
LESSON STUDY

Carol Harle, Ph.D.
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carolbergharle@gmail.com
Welcome and Agenda

- Introduction
- Lesson Study Outcomes and TEA’s Pilot Project Goals
- Misconceptions
- What is Lesson Study?
- Why Lesson Study?
- Questions & Possible Next Steps
Lesson Study Outcomes

Outcome #1: Improve teaching and learning experiences and “achievement” for teachers and students

Outcome #2: Develop robust, TEKS aligned lessons with input from students, TEKS unwrapping, data and teacher expertise. (*Also, aligned to T-TESS Dimensions)

TEA Goal #1: Improve teacher effectiveness through self-reflective, student outcome-oriented, research-based learning communities (TEA)

TEA Goal #2: Compile a state-wide repository of master lessons via Texas Gateway (TEA)
Lesson Study is not... Training or

- not done *to* teachers or students; rather ____________________________
- creating a perfect lesson; instead ________________________________
- one cycle is not lesson study – No “one and done”; __________________
- watching a videotaped lesson is not sufficient; ______________________
- a particular teaching strategy or philosophy on teaching; ______________
Lesson Study IS Lesson Study

Lesson study = professional development?

Traditional professional development:
• begins with an answer
• is driven by the expert trainer
• is workshop-based
• features communication flow from the trainer to the participants
• reinforces (tacitly) hierarchical relationships
• uses research to inform practice

—Courtesy of Lynn Liptak

Lesson study:
• begins with a question
• is driven by the participants
• is classroom-based
• features communication flow from conversation among the participants
• reinforces reciprocal relationships
• treats practice as research

1. **STUDY:**
   Students’ long/short term goals, TEKS, data, resources, best practices

2. **PLAN**
   Select *research* lesson,
   *Anticipate* student thinking,
   Plan data collection and lesson

3. **CONDUCT RESEARCH LESSON**
   One team member teaches, others collect *student* thinking &
   *working* data
   *Assessment for learning!*

4. **DISCUSS & REFLECT**
   Share and discuss data:
   What was learned about student thinking? What are implications for this lesson? What learning and new questions do we want to carry forward in our work?
True Lesson Study IS:

- teacher-led, long-term professional learning
- “non-hierarchical”; novices can contribute fresh
- includes multiple perspectives
- planned collaboratively over a period of time
- involves intensive study of content, TEKS & related data, materials/resources… and most importantly, students
- a collaborative focus on student thinking/student “working”
- observation of classroom practice in real time

✓ It goes beyond examining student work to examining students working.
TEA & Pilot Lesson Study, 2016-17

1. Examine & Identify
2. Review & Plan
3. Teach & Observe
4. Reflect & Revise
5. Share & Network

Optional: Repeat Steps 3 and 4
Step 1 - Examine & Identify (STUDY)

Research Theme
- Create a Research Theme after group norms have been created
- Purpose: Unifies teachers’ work (common goal)

Identify a Student Expectation (SE)
- Examine Scope and Sequence
- Examine student data
- Choose a standard (TEKS) to investigate

*Optional: Repeat Steps 3 and 4
Teacher Collaboration
Step 2- Review and Plan (PLAN)

Review and Research
- Campus and teachers’ instructional materials
- Outside research-based resources
  - Math (NCTM; John Van De Walle, *Teaching Student-Centered Mathematics*)
  - ELA/Reading (Fountas and Pinnell; Lucy Calkins)
  - Science (NSTA)
  - Social Studies (TexQuest.net; NCSS)
- Student work for similar tasks

Plan
- Use the Lesson Proposal to document research and build Lesson Observation plan
Step 3- Teach & Observe (Conduct Research Lesson)

- **Teach and Observe**
  - Teacher selected by group to teach the lesson
  - Video and audio recording
  - Observers:
    - Lesson Study group(s)
    - Administrators
    - Instructional Coach
    - “Knowledgeable Other”
  - Collect data
    - Specific Students
    - Groups
    - Whole Class

*Optional: Repeat Steps 3 and 4*
Clipboards, Cameras, Questions, Apps
(http://lessonnote.com/)
Step 4 - Reflect & Revise (Discuss & Reflect)

- Reflect
  - Whole group debrief <discuss>
    - Teacher reflects
    - Other LS group members comment
    - Guest observers share data,
    - Knowledgeable Other gives final

- Revise
  - Discuss comments from debrief
  - Make revisions to Lesson Proposal

*Optional: Repeat Steps 3 and 4
Step 5- Share & Network

• **Share**
  - Share resources and experiences among campus staff
  - Post on the Texas Gateway (TEA sponsored online resources) https://www.texasgateway.org/
    - Lesson Proposal
    - Lesson materials
    - Edited video

• **Network**
  - Build a network of Lesson Study groups and facilitators

*Optional: Repeat Steps 3 and 4*
Resources

- TEA Contact Email blair.claussen@tea.texas.gov
- Texas Gateway (Spring) for resources
Resources

Stigler and Hiebert, *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*, 2000

Lesson Study, There’s an App for That, Mind/Shift, 2016
https://ww2.kqed.org/mindshift/2016/03/10/lesson-study-theres-an-app-for-that/

A Different Approach to Teacher Learning: Lesson Study, ARW, 2015
http://www.americanradioworks.org/segments/a-different-approach-to-teacher-learning-lesson-study/

*Improving Mathematics Teaching*, 2004, ASCD
http://www.ascd.org/publications/educational-leadership/feb04/vol61/num05/Improving-Mathematics-Teaching.aspx

*Fusing Lesson Study and Authentic Achievement: A Model for Teacher Collaboration*  
*Phi Delta Kappan* 86(9):681-687 · May 2005

*Lesson Study: Teacher-Led Professional Development in Literacy Instruction*, J. Hurd, NCTE, 2005 -  

*Lesson Study Puts a Collaborative Lens on Student Learning*, Learningforward.org, Summer 2011  
https://www.collaborativeclassroom.org/sites/default/files/media/pdfs/lessonstudy/learning_forward.pdf

Mills College- www.lessonresearch.net

Youtube playlist: https://www.youtube.com/playlist?list=PL8F2DC1E5AE07092F
The Heart of Jugyou Kenkyuu

“One of the things we need to learn is that very great change starts from very small conversations, held among people who care…we can be wise together. “
-Margaret Wheatley

“No stick or carrot can match the motivational power of seeing students' deepen their thinking and build their persistence in response to improvements we have made to our instruction. Teams of lesson study practitioners across the United States know this. I hope policymakers will figure it out soon.” -Catherine Lewis

“The greatest professional learning: teachers talking to teachers about teaching.”
-Bernice McCarthy

“From students trying to figure out what is in the teacher’s mind to teachers trying to figure out what is in the students’ minds.” – Patsy Wang

**Teaching and learning**

A shift from “eyes on teacher”
To “through students’ eyes.” – Carol Harle