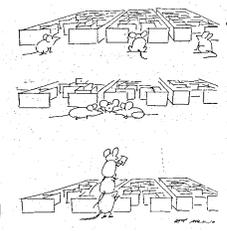


Building Connections through Lesson Study

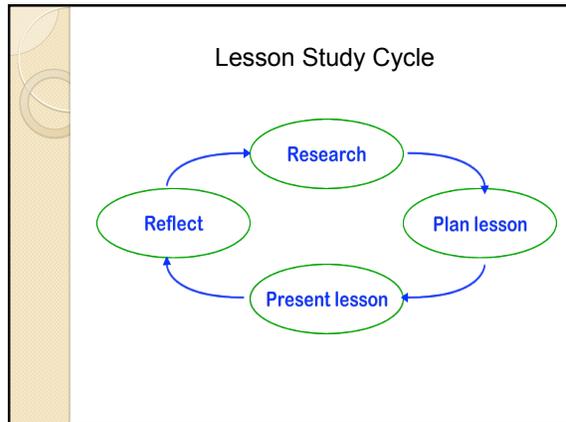
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Lesson Study is a collaborative form
of Professional development



LESSON STUDY is Systemic Reflection

 Traditional PD	 Lesson Study
Begins with answers Driven by experts Trainer → Teacher	Begins with questions Driven by teachers Teacher ↔ Teacher



The Lesson

The lesson study process of creating a research lesson starts by asking questions.
The lesson is designed with those questions in mind.
Observing the lesson we hope to find answers to those questions.

What can be observed?

- ✓ General mood, interest level and student engagement
- ✓ Standards for mathematical practices

And
Evidence of student understanding

You think you are observant? Which one is it?



Lesson study is **not** about creating a single, perfect lesson.

But it is the careful examination of a single lesson that provides the basis for deep exploration of content, teaching and learning.

Our Project

- A three year grant funded through ESEA Improving Teacher Quality Program
- Involving 29 teachers over the three year period:
 - Novice to veteran teachers
 - Representing 14 districts (small to large)
 - Balanced over the K-12 continuum

Our Model Create Connections!

- Across grade levels representing the entire K-12 continuum
- Across mathematics content – and from lesson to lesson
- Across curricular materials
- Across diverse districts
- Across the broader education community

Our Plan

- Participants spent four days during the summer **connecting as a group** and **researching** content.
- Three meetings to plan the research lesson were held during the school year.



Our Plan - continued.

- Public viewings of the research lessons were held during the Spring.
- Throughout the year, participants communicated online. Discussions focused on issues around their day-to-day teaching and content of the research lesson.



Year One (2009-2010)

- 25 teachers from 13 districts participated.
- Four lessons were developed focused on measurement for each of the following grade bands: K-2, 3-5, 6-8 and 9-12.
- A public viewing of the four lessons and panel discussions of the process was held March 24, 2010 in Fall Creek, Wisconsin.

Year Two (2010-2011)

- 29 teachers from 14 districts participated.
- K-12 content learning groups **and** grade band research lesson groups were formed.
- Four lessons were developed for the following grade bands: K-3, 4-6, 7-8 and 9-12 focused on the Standards for Mathematical Practices (CCSS). Four column lesson plan template was implemented.
- Public viewings were reformatted.

Four Column Lesson Plan

Steps of lesson: Activities & Key questions	Expected student reactions / responses	Teacher's response to students & Key points	Goals & methods of evaluation

Learning activities & Key questions (with timing)	Expected student responses, questions, misconceptions	Teacher's support (follow-up questions/actions)	Formative assessments

Year Three (2011-2012)

- Upper Midwest Lesson Study Conference, July 27 – 28, 2011 in Eau Claire, WI.
- Participants will serve as leaders at their district sites to implement Lesson Study locally.
- Participants will create a process for introducing our Lesson Study process to other districts.

“The real art of discovery consists not in finding new lands, but in seeing with new eyes.”

Marcel Proust



Observing a Lesson....

What opportunities do American teachers have to observe others' lessons and/or have their lessons observed?

What is typically “observed?”

Observing a **Research** Lesson....

Using the post-its provided,

Quickly jot down anything you observe
One observation per post-it.

Evidence of.....

- Students engaged in Mathematical Practices
- Student thinking/understanding of Mathematical Content
- Lesson Orchestration – Teaching practice

Lesson study is **not** about creating a single, perfect lesson.

But it is the careful examination of a single lesson that provides the basis for deep exploration of content, teaching and learning.

What are we learning? Are we meeting our objectives?

- Participants have taken a pre-test using “Mathematics Knowledge for Teaching Measures (MKT)”
- Participants have completed two surveys
- Interviews

Lesson Study changes the way teachers.....

Look at lessons

Analyze lessons

Plan lessons

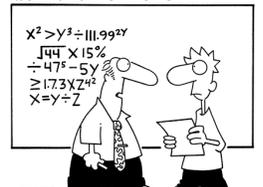
Carry out lessons

Reflect on lessons

And how they collaborate

Comments on the Process so far...

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"Can you keep a secret? I've been teaching this stuff for 15 years and I still don't understand it."

Teacher reflection #1

The power of this process is its **collaborative nature**. It is learning and teaching at its very best. I can say without doubt that ALL members of this group have learned from one another and taught one another as we shared our insights, strategies, understandings and misconceptions, predictions regarding student knowledge, and our classroom experiences that are relevant to the topic in an open and productive forum.

Teacher reflection #2

"This process has made me think more about what I do in my classroom. It has given me a **stronger base of understanding** for some of the content I teach. My feeling of adequacy has actually decreased because of this process. **I question my methods more now** than ever before. However, I would have to say that this is one of the best professional development activities I have ever participated in!"

Teacher reflection #3

"The process fosters the idea that teachers have much to learn from their students."

"I'm convinced that to improve student achievement - we need to improve teacher performance. But I also believe that quality professional development for educators can only be achieved by **empowering teachers and attending to their unique and individual needs and situations**. LS does this by putting teachers in charge of the process thereby allowing for collaboration as well as differentiation. I would call LS "**Differentiated Professional Development**."

Teacher reflection #4

"It's commonly heard that, "people shouldn't go on diets, they should change their lifestyles". I think most professional development feels a lot like a diet. You use something for a while, then forget about it, get tired of it, and it's over. Lesson study feels a lot more like a "lifestyle change" because it changes the way you teach and even think. Like most things worth doing, it's a process that takes time."



"The real art of discovery consists not in finding new lands, but in seeing with new eyes."

Marcel Proust

