

## Protocol for Observation and Debriefing of a Research Lesson

### OBSERVATION OF RESEARCH LESSON

1. While observing, do not interact with students or interfere with the natural flow of the lesson.
2. Focus your observation on the 'formative assessment' column of the 4-column lesson plan and record appropriate data on the observation sheet provided.

### DEBRIEFING OF RESEARCH LESSON

1. **The instructor will begin the debriefing.**
  - a) Provide a one or two sentence summary of aims/goals/objectives for the day's lesson.
  - b) Review background on lesson design focusing on problems/questions researched.
  - c) Describe what went well and any difficulties/surprises encountered.
  - d) Reflect on what he/she learned in conducting the day's lesson.
2. **Each Lesson Study group member presents and discusses data/observations using specific student evidence/work collected during the research lesson.**

Share what the data suggests about students' understanding of the lesson content and long-term research goals.

  - a) What did we notice about student thinking with respect to mathematical objectives?
  - b) What did we notice about student behaviors/dispositions as related to the long-term research goals?
  - c) What was surprising or unexpected (See 'Expected student response' column of 4-column lesson plan)?
3. **Round table discussion on questions the group still has and how the lesson might be revised to address these questions.**

### GENERAL DISCUSSION/QUESTION AND ANSWER SESSION

A brief discussion period, facilitated by a moderator, may follow with a focus on student learning and development and on how specific elements of the lesson design promoted this.

An outside mathematics education specialist may be invited to discuss the lesson.

It is common for an administrator to thank the instructor, planners, and attendees for their work to improve instruction.

### **Sources:**

Making Connections through Lesson Study, CESA 10, Chippewa Falls, [mparks@cesa10.k12.wi.us](mailto:mparks@cesa10.k12.wi.us)  
NCTM Annual Conference, Indianapolis, April 15, 2011

Lewis, C.C. (2002). Lesson study: A handbook of teacher-led instruction change. Philadelphia, PA: Research for Better Schools, pp 69 – 79.