



Florida Association of Staff Development Leadership Conference

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Lois Brown Easton



Sponsored by



**Florida and the Islands Regional
Comprehensive Center**

Description of Session

Ask any Florida educator about lesson study, and you may get “Oh, we have to do it,” in return. This workshop (continued on Tuesday) is designed to help you see lesson study as “Oh, we GET to do it.” A powerful form of professional learning, lesson study is about much more than lessons. It’s more about what happens to students during instruction and afterwards than it is about any individual teacher’s classroom mannerism. At this session, participants will experience and then reflect on and debrief a lesson study simulation. They’ll use a text-rendering protocol to process an article about lesson study, and they’ll discuss a video of the lesson study cycle. They’ll learn why lesson study is so important to educators who want all students to succeed, and they’ll also learn how lesson study fits with other Florida initiatives. They will apply what they have learned to a plan for starting/enhancing lesson study in their own environments.

Essential Question for Both Sessions

How can Florida educators use lesson study as a way to help all students learn?

Outcomes

Participants will (KUD)

Know

- The lesson study cycle and basics of lesson study.
- The Florida “vision” of lesson study.
- How to use protocols to engage in discussion about a text.

Understand

- Why lesson study is powerful.
- How lesson study fits with Florida initiatives.
- The potential of lesson study in terms of transforming classrooms and schools.

Do (Participants will. . .)

- Apply their learning to their own environments.
- Create a force field analysis in terms of application.

- Consider first steps of implementing/enhancing lesson study in their own environments.

Agenda for Session One

Lesson study experience #1; reflection, and debriefing

Overview of lesson study; use of text-rendering protocol; reflection and debriefing

Video-based discussion of the lesson study cycle; reflection and debriefing

Why lesson study; peeling-the-onion protocol

Force-field analysis

First steps using a rubric for starting/enhancing lesson study

About Your Facilitator:

Lois Easton works as a consultant, coach, and author. She is particularly interested in learning designs – for adults and for students. She recently retired as Director of Professional Development at Eagle Rock School and Professional Development Center, Estes Park, Colorado. A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona.

Her book, *The Other Side of Curriculum: Lessons From Learners*, was published by Heinemann in 2002. She is editor of and contributor to a book published by the National Staff Development Council (NSDC) in August 2004, with a revision in 2008: *Powerful Designs for Professional Learning*. Corwin Press published her third book, *Engaging the Disengaged: How Schools Can Help Struggling Students Succeed* in 2008. This book won the Educational Book of the Year Award from Kappa Delta Gamma in 2009. ASCD published her fourth book, *Protocols for Professional Learning*. She is working on a fifth book, *PLCs by Design* to be published in 2011 by NSDC and Corwin Press.

She can be reached at leastoners@aol.com. Her mailing address is 4643 Burgundy Lane, Boulder, CO 80301. Her phone number is 303-527-2733. She encourages comments and questions – by email, especially – and is willing to send a variety of materials to participants at no charge.

Some Resources:

Cannon, J. & Fernandez, C. (2003). "*This research has nothing to do with our teaching!*": An analysis of lesson study practitioners' difficulties conducting teacher research. Manuscript submitted for publication. (If you would like to obtain a draft of this paper, please e-mail lsrg@columbia.edu.)

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- Lewis, C., Perry, R., Hurd, J., & O'Connell, P. (2006). Lesson study comes of age in North America. *Phi Delta Kappan*. December 2006, pp. 273-281.
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Some Norms

1. We will first inquire about another person's thinking before offering our own ideas.
2. We will collaborate with each other, which means we will
 - **pause** to consider ideas already "on the table"
 - **paraphrase** to give respect to ideas already "on the table"
 - **probe** to get more details before we react to anyone's idea; work to understand the assumptions underlying ideas
 - **put** all of our ideas on the table and **pull** them off, as necessary
 - **pay attention** to our selves (how we're doing with an idea or process) and to others (how they're doing) and share needs honestly (i.e., "I need more time to think about this solution" or "It looks like several of us are still unclear about the idea being proposed")
 - **presume positive intentions** (Garmston & Wellman, 1997)
3. We will be fully present with each other (not surfing the internet or sending/receiving text messages or answering cellphones unless there's an emergency)
4. We will be respectful with each other and the importance of our work (on time, not leaving early, not engaging in side conversations).
5. We can call for a process or norm check at any time.

Opening Activity: Walkabout Surveys

This activity is a good way to discover background knowledge and get people focused (can be used with students, too!). Using your survey card, walk around the room, meeting people you don't know or don't work with regularly. Introduce yourselves and then ask each other your survey questions, writing down what you hear in terms of tic (///) marks and examples. Thank your partner and move on.

If you would like a packet on the research related to lesson study, please email me and I'll send the packet electronically. I can also send some information related to lesson study in Japan. Finally, if you would like a complete packet on starting a professional learning community, I'd be glad to send it to you. All of these are at no charge, of course!

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LESSON STUDY EXPERIENCE #1: OUR PROCESS

1. In your teaching group, review the given lesson and improve it as much as you can. One way to improve it is to have someone “teach” it within your own group to see what happens.
2. Once you have it as “perfected” as possible, decide who will teach it to the “students” (who may be another teaching group). Anyone can teach the approved lesson; lesson study is not about the idiosyncrasies of a teacher; it is about a joint effort to improve a lesson. It is about seeing what happens when the lesson is taught.
3. Also decide what data you want to collect and assign every other member of the teaching group to be observers for part of the data you want. Here are some samples of data you might want to collect:
 - Questions that come to your mind as you observe
 - Critical things are happening in the classroom
 - Types of questions the students asked
 - Evidence of higher-level thinking
 - Evidence of skill
 - Evidence of confusion
 - Percent of students who raised hands
 - Body language, “aha” moments, shining eyes
 - Shifts in thinking that are evident
 - Number of times students refer to and build on classmates’ comments
 - Evidence of engagement
 - Following the lesson and deviations from the lesson
4. The teacher will teach the lesson, as decided upon by the group with the rest of the group arranged around the students, collecting data as unobtrusively as possible. (Note: The teacher should feel free to adapt the lesson if needs arise but should be sure to note when and why the

lesson needed adaptation in order to share that information with the group during the colloquium).

5. As soon as possible after the lesson, the group should reconvene for the colloquium. The colloquium begins with the comments of the teacher (particularly what worked and what didn't work). Then, the data collectors should report what they noticed. If it's possible to have the students present, they should report what they experienced. A recorder can keep track of the information.
6. During the colloquium, participants should make recommendations on how to improve the lesson and a decision should be made about whether or not to re-teach it or apply learning to the next lesson to be studied.

The Given Research Lesson

Combining Ideas to Write Descriptive Paragraphs

Writing well-constructed paragraphs is the corner-stone of good English written style. Paragraphs should contain sentences that convey ideas concisely and directly. This lesson focuses on helping students develop a strategy for combining various ideas into well-formed sentences which then combine to produce effective descriptive paragraphs.

Aim: Developing descriptive paragraph writing skills

Activity: Idea grouping and consolidation at the sentence level leading to descriptive paragraphs

Level: Intermediate to upper-intermediate

Outline:

Introduce the topic of writing paragraphs by asking students what they consider a well-formed paragraph. Introduce the idea of concise sentences as being integral to good English written style. Have students take a look at the example sentences and paragraph. Ask students to group the sentences in the example based on the ideas that go together as shown in the following paragraph (i.e., person and describing adjectives, etc.)

Individually or in pairs, ask students to group sentences in the first exercise.

Based on this grouping, ask students to write descriptive paragraph. Ask students to complete creative writing exercise by following similar steps. (i.e., choose subject, create idea sentences, group sentences, write paragraph)

Choose some of the compositions to be read aloud in class. Ask students to comment on the examples.

Example: New York City

New York City is in the United States.

New York City is located in New York State.

It borders on the Atlantic Ocean.

It was founded in 1625 as "New Amsterdam".

It was first settled by the Dutch.

It is important for commerce.

Wall Street is located in New York City.

It has many national and international banks.

It has many important skyscrapers.

The Empire State Building is in New York City.

New York City is an important city for immigration.

Ellis Island used to be the entry point for many immigrants at the turn of the century.

There is an interesting immigration museum on Ellis Island.

New York, New York is located on the Atlantic Coast of the United States of America. It was first settled as "New Amsterdam" in 1625 by the Dutch. Today, New York City is an important commercial and banking center which includes Wall Street. Among its many important skyscrapers is The Empire State Building. One of the most interesting museums is on Ellis Island, which served as the entry point for many immigrants who passed through New York City at the turn of the century.

Exercise 1: Elvis Presley

Arrange the sentences about Elvis Presley into idea groups.

Write a paragraph about Elvis Presley using the idea groups to create

concise sentences.

Elvis Presley was an American.

He was a singer and actor.

He was famous for rock-and-roll.

He was born in Tupelo, Mississippi.

He was born on January 8, 1935.

He started singing in church.

He taught himself to play the guitar.

He first became popular on the local touring circuit for country-and-western music.

He sang romantic songs.

He danced.

Teens loved him for his new style.

He had many hits.

He sang "Love Me Tender", "All Shook Up", and "Don't Be Cruel".

He died on August 16, 1977.

He died in Memphis, Tennessee.

He might have died of drug and alcohol abuse.

Exercise 2: Creative Writing

Choose a famous place or person.

Write down a number of important facts about that place or person.

Arrange the sentences into idea groups.

Write a paragraph using the idea groups to create concise sentences.

Reflection on Your First Experience in Lesson Study

What We Did: Lesson study simulation #1

What I Learned:

Reflection on What I Learned:

How I Might Use What I Learned:

The Basics of Lesson Study¹

Directions: Read this brief article quickly and then pick out a sentence that you think captures what is most important about lesson study. Then, select a set of words (not necessarily a sentence) that you also think is important. Finally, select a single word that is key (see the Three Levels of Text Protocol).

I. Overview of Lesson Study

“Improving something as complex and culturally embedded as teaching requires the efforts of all the players, including students, parents, and politicians. But teachers must be the primary driving force behind change. They are best positioned to understand the problems that students face and to generate possible solutions.” James Stigler and James Hiebert, *The Teaching Gap*. 1999, p.135.

Lesson study provides an ongoing method to improve instruction based on *careful observation of students and their work*. In the lesson study cycle teachers work together to:

- Formulate goals for student learning and long-term development.
- Collaboratively plan a “research lesson” designed to bring life to these goals. “This lesson may come from a textbook or workbook (especially at the beginning). Later, it may be a lesson that a teacher has designed and wants the group to study. The lesson may also be constructed by the lesson study group itself (although that work at least doubles the time that lesson study takes)” (added by L. B. Easton).
- Conduct the research lesson, with one team member teaching and others gathering evidence on student learning and development. “The teacher of the lesson can be any member of the lesson study group – indeed, it should not

¹A Brief Guide to Lesson Study by Catherine C. Lewis, Education Department, Mills College, Oakland CA, Clewis@mills.edu www.lessonresearch.net. Used with permission.

matter who teaches the lesson if the group has agreed upon the lesson.

Lesson study is not about the teacher; it is about the lesson. If the teacher changes the lesson, the teacher should note the changes and why they were made, as should the group, in order to discuss them in colloquium later.

Lesson study is not about the idiosyncrasies of particular teachers; it is about the success of the planned and agreed upon lesson (during which planning the teachers should certainly talk about how they would, uniquely, approach the lesson" (added by L. B. Easton).

- Discuss the evidence gathered during the lesson, using it to improve the lesson, the unit, and instruction more generally. (If desired, the revised lesson may be taught, observed, and refined again in one or more additional classrooms.)

The lesson study cycle provides the opportunity for teachers to:

- Think carefully about the goals of a particular lesson, unit, and subject area.
- Think deeply about long-term goals for students. What is the gap between who students are now and who we hope they will become?
- Study and improve the best available lessons.
- Deepen their own subject-matter knowledge, by considering questions like: what knowledge and understanding are important?; how is it developed?; what are the gaps in student understanding and knowledge?
- Collaboratively plan lessons.
- Anticipate student thinking.
- Carefully study student learning and behavior.
- Build powerful instructional strategies – for example, develop questioning strategies that stimulate student interest and learning.

II. Steps of Lesson Study

1. Focus the Lesson Study

- Agree on long-term goals for student development. What qualities do we

hope students will have when they graduate from our school?

- Select an academic focus, based on discussion of standards and of the topics that are persistently difficult for students.

2. Plan the Research Lesson

- Study existing lessons.
- Building on the best available lessons, map out a unit that brings to life long-term goals for student development, and that will move students from their current understanding/knowledge to the place we'd like them to be.
- Plan in detail one "research lesson" in that unit. As part of the planning, try out the lesson as adults and anticipate student thinking. Identify the data on student learning, motivation, and behavior that you will collect during the research lesson.

3. Teach and Discuss the Research Lesson (1 lesson, followed by discussion same day or soon after)

- One member teaches the lesson and other team members collect data as planned; observation protocol at <http://www.globaledresources.com>.
- Conduct a post-lesson discussion. Structure the discussion agenda and consider the following conventions:
- The teacher who taught the lesson speaks first and has the chance to point out any difficulties in the lesson before they can be pointed out by others. (Teachers need not criticize something that's already been pointed out as an issue.)
- The lesson belongs to the whole study group; it is "our" lesson, not "your" lesson.
- Discussion focuses on the data collected at the research lesson—on the students and lesson, not the teacher

4. Reflect and Re-teach, Or Plan the Next Step

- Would you like to refine and re-teach the lesson in another classroom? What should be changed?
- What went well in your lesson study effort, and what would you like to change next time around?

- What new issues or problems came up that you would like to address in your next research lesson cycle?

III. Supports for Lesson Study

1. See the lesson as part of the unit
 - Map out the overall goals and “flow” of the unit
 - Don’t try to cram too much into one lesson
2. Value self-criticism
 - A key belief is that lessons (however wonderful) can always be improved
 - Create a climate that encourages self-criticism
3. Embrace mistakes
 - Much can be learned from imperfect lessons
 - The yardstick for measuring lesson study’s worth is how much teachers learned along the way
 - Lesson study is not a quick fix, but a slow, steady means of instructional improvement
 - Remember you are pioneers—mistakes are to be expected, and many other US teachers will be eager to learn from you
4. Don’t worship originality
 - What’s important is whether the lesson promotes student learning, not whether it is original
5. Develop group norms
 - Talk about what will make your group productive and supportive
 - Formulate ground-rules, and revisit them at each meeting

IV. Four Levels of Lesson Study Goals: Examples

Lesson study focuses simultaneously on four levels of goals:

Level 1: Goals Specific to the Lesson

- Be motivated to find out the principles of levers in subsequent lessons.

- Identify businesses and institutions in the neighborhood of the school
- Discover that the circumference of a circle is always about three times its diameter

Level 2: Goals Specific to the Unit

- Understand that the force needed to lift an object of constant weight with a lever changes, depending on position of object and force
- Develop an awareness of the local community and one's role in it.
- Understand how to calculate the area of a circle, and how the area of a circle relates to the area of a rectangle.

Level 3: Broad Subject-Matter Goals

- Actively use prior knowledge to solve novel mathematics problems
- Develop scientific habits of mind such as use of the five senses, use of evidence to warrant assertions, and use of controlled investigation.

Level 4: Long-term Goals for Student Development

- Take initiative as learners
- Learn with desire
- Value friendship
- Work cooperatively with others

V. Questions To Consider When Planning the Research Lesson

Planning a research lesson differs from the lesson planning familiar to most of us. The following basic questions guide planning of a research lesson.

1. What do students currently understand about this topic?
2. What do we want them to understand at the end of the lesson (and unit)?
3. What's the "drama" or sequence of experiences that will propel students from 1 to 2?
4. What kinds of student thinking (including problems and misconceptions) do we anticipate in response to each element of the lesson? How will we use these to foster movement from what students currently understand to what we want them to understand?
5. What will make this lesson motivating and meaningful to students?

6. What evidence from the lesson will help us reflect on our goals for learning and student development? For example, what data should we collect regarding student learning, motivation, and behavior, what forms are needed to collect it, and who will be responsible for each piece?

VI. Examples of Data Collected During Research Lessons

Academic Learning

- How did students' images of heated air change after the experiment?
- Did students shift from simple counting to a more flexible method?
- Did dramatic role-play spark higher quality and quantity of writing?
- What did students learn about area, as expressed in their notes?

Motivation

- Percent of children who raised hands
- Body language, "aha" comments, shining eyes

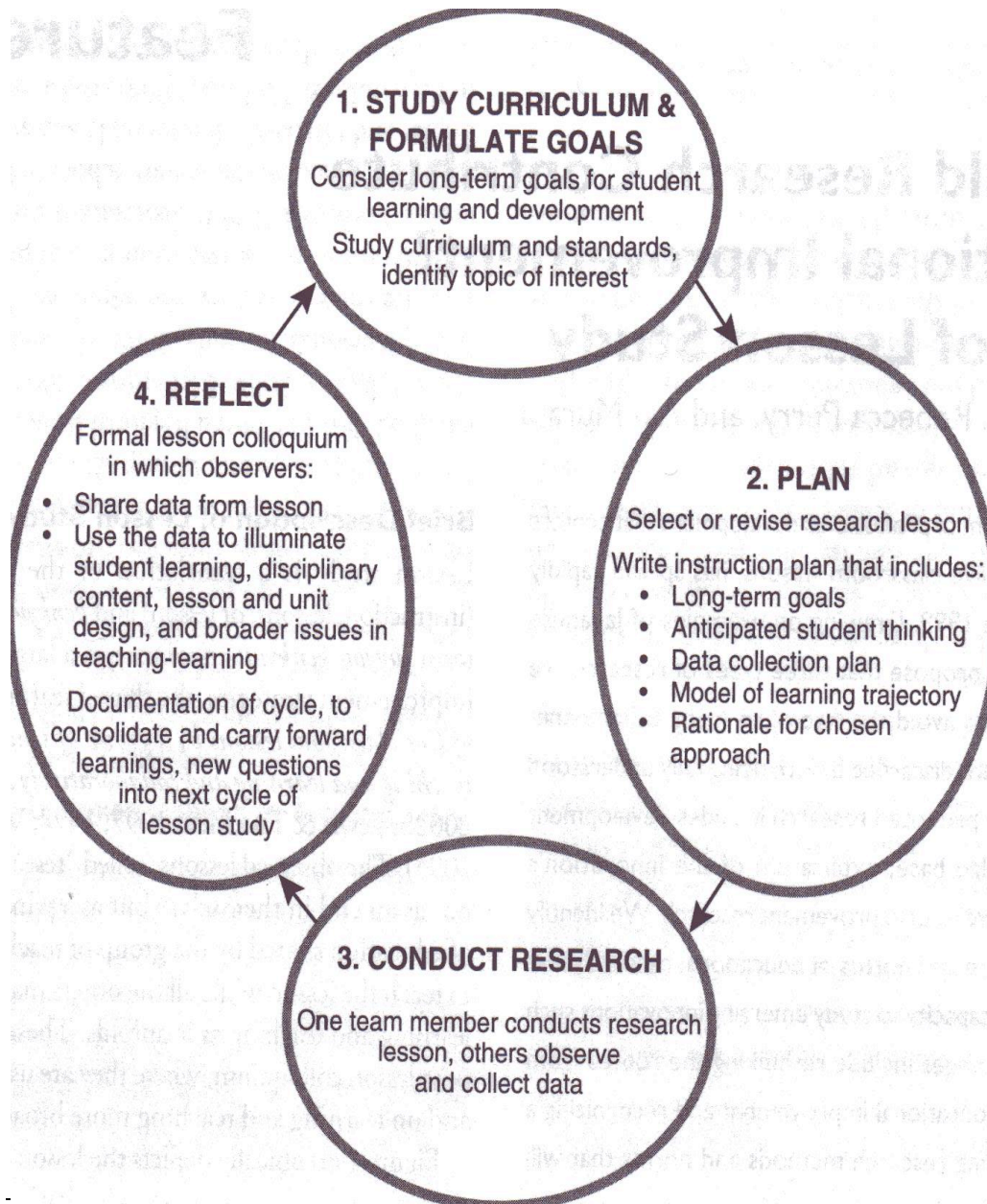
Social Behavior

- How many times do students refer to and build on classmates' comments?
- Are students friendly and respectful?
- How often do 5 quietist children speak up?

Student Attitudes toward Lesson

- What did you like and dislike about the lesson?
- What would you change the next time it is taught?
- How did it compare with your usual lessons in___?

Lesson Study Cycle for a Year



Lewis, C., Perry, R., and Murata, A. (April 2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher*, 31(3), 3-14.

THREE LEVELS OF TEXT PROTOCOL FOR A TEXT-BASED DISCUSSION²

SOURCE OF PROTOCOL: This protocol is similar to the Text-Based Seminar and the Text-Rendering Protocol developed by the National School Reform Faculty (NSRF). This protocol, developed by Stevi Quate and Lois Easton, is a variation on the NSRF text-based protocols.

OVERVIEW OF PROTOCOL:

In this protocol, participants reflect on a “text” – which can take almost any form, from a videotape to a podcast – using increasingly more specific descriptions as they move through rounds. The purpose is to construct meaning collaboratively, clarify, and expand thinking about a text or document.

NUMBER OF PARTICIPANTS:

There is no presenter, but there should be a facilitator. It is helpful to have a recorder who will chart what people say. The ideal group size is from six to ten people, so if the whole group is larger, it should be broken into sub-groups of the ideal size, each with a table facilitator to help a room facilitator keep time and move the group along.

TIME REQUIRED:

This protocol can be done in as few as 20 minutes; it can be extended as long as there is time. It should be extended if the text is long and complex or if there are more than ten people in a group.

STEPS (with approximate timing for this protocol – about 45 minutes):

Preliminary Step: The “text” itself (time depends on text)

- Participants should read, view or listen to the text, perhaps taking notes on a performance text or annotating a written text.

Step One: Sentences (about 10 minutes)

² From L. B. Easton (2009). *Protocols for Professional Learning*. Alexandria, VA: ASCD.

- Each member of the group shares a sentence from the text or from notes written about a performance.
- What is shared is something that is particularly significant to the participant.
- Others listen (and, perhaps, take notes) on what each person says, but there is no discussion.

Step Two: Phrases (about 10 minutes)

- Each person shares a phrase from the text or from notes written about a performance.
- What is shared is something that is particularly significant to the participant.
- Others listen (and, perhaps, take notes) on what each person says, but there is no discussion.

Step Three: Words (about 10 minutes)

- Each person shares a word from the text or from notes written about a performance.
- What is shared is something that is particularly significant to the participant.
- Others listen (and, perhaps, take notes) on what each person says, but there is no discussion.

Step Four: Discussion (about 10 minutes)

- The group discusses what they heard and what they've learned about the text being studied.
- The group discusses the words that emerged and any new insights they have about the document.

Step Five: Debriefing (about 5 minutes)

- The group debriefs the process.

Note: A variation on this protocol calls for people to follow this sequence for as many rounds as time allows:

A round consists of:

- One person using up to 3 minutes to:

Level 1: Read aloud the passage she/he has selected

Level 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)

Level 3: Say what she/he sees as the implications for his/her work.

- The group responding (for a total of up to 2 minutes) to what has been said.

CRITICAL ELEMENTS:

Instead of working from sentences to words, a group can consider a play, a scene, and then a speech. . .or an entire work of art, a part of the art, a detail of the art, for example. Some groups want to re-examine the “text” after doing this protocol; most likely they’ll discover that their understanding of it has considerably improved.

TIPS FOR THE FACILITATOR:

The most common problem with this protocol is that people want to do more than share a sentence, phrase, or word. They may also want to deviate from the text being considered to share from their own experiences. Explain that they can do both during discussion in the fourth step, which may need to be extended if quite a few participants want to go beyond the text being considered.

Video Notes



Refining the Lesson

Teaching the Lesson & Collecting Data

The Colloquium

REFLECTION Text-Based Reading & Videotape

What surprised me:

I don't know:

Pretty exciting:

Thought-provoking:

Impossible:

Wow:

Other:

To remember:

PEELING THE ONION PROTOCOL³

SOURCE OF PROTOCOL:

This protocol originated with the National School Reform Faculty (NSRF) and has been modified by Lois Brown Easton.

OVERVIEW OF PROTOCOL:

This protocol is good to use when someone has an issue that needs to be addressed. The person who would like to bring the issue to the table does not necessarily need to be the one who HAS the issue, merely someone who wants to engage in the discussion. This person should prepare to share as much as possible with others what the issue is – its history, context, impact, etc. The presenter should come up with one or two key questions that focus the issue. More than one person – a pair or group – may function as the presenter, and their presentation and the question(s) become the “text” of the protocol.

NUMBER OF PARTICIPANTS: Presenter and facilitator plus six to ten participants

TIME REQUIRED:

About 55 minutes, not counting Introductions and Orientation (first time only)

STEPS (with approximate timing for a 55 minutes protocol)

Step One: Introductions and Orientation (about 5 minutes, the first time only)

- If people don't know each other, be sure they introduce themselves.
Duplicate a copy of this protocol and share it with participants, going through the steps and noting the time.

Step Two: Description of issue (about 10 minutes)

- The presenter describes the issue as fully as possible while participants take notes. If the presenter has any written materials related to the problem or issue, these should be distributed. The presenter asks one or two key questions, which the participants write down.

Step Three: Writing (about 3 minutes)

³ From L. B. Easton (2009). *Protocols for professional learning*. Alexandria, VA: ASCD.

- The participants and presenter free write on the issue and the key question(s).
- The presenter then withdraws from the group, sitting so that the dialogue of the participants can be heard (and so the presenter can take notes) but in a way that prevents eye contact. The participants take on the issue, making it “their own,” wrestling with it, as the presenter listens in.

Step Four: Round One (about 10 minutes)

- The facilitator (or a participant, as desired by the group) should select one of the questions/comment starters below for this round. The presenter is silent and takes notes.
- Participants respond to the starter, but not in round-robin style. Instead, they thoroughly discuss what one participant said in response to the starter before going on to what someone else responds. They may concur, differ, offer comments, ask questions, suggest examples, provide details.

Possible Comment Starters:

1. “What I heard [the presenters say] is ...”
2. “One assumption that seems to be part of the problem/dilemma is...” OR, “One thing I assume to be true about this problem is ... “
3. “A question this raises for me is...”
4. “Further questions this raises for me are...”
5. “What if...?” Or, “Have we thought about...?” Or, “I wonder...?”

Step Five: Round Two (about 10 minutes)

- The facilitator (or a participant, as desired by the group) selects another of the questions/comment above for this round. The presenter is silent and takes notes.
- Participants respond to the starter as described in Step Four.

Note: The rounds can continue as long as there is time.

Step Seven: Presenter Reflection (about 10 minutes)

- The presenter reflects aloud about what was heard, not in a defensive way but in a thoughtful way, trying to build on the ideas that were generated.
- Participants are silent, taking notes.

Step Eight: Debriefing (about 5 minutes)

- The whole group debriefs both on the content and the process of the protocol and continues open discussion.

CRITICAL ELEMENTS:

This is called “Peel the Onion” because the process is rather like peeling an onion, getting deeper into an issue or problem with each starter or layer of the onion. It is hard to know exactly which starter should be used first, but the first one, above, is the most likely since it asks people to reframe what they heard before going on to deep discussion of what they heard..

This protocol is not about solving the problem or resolving an issue. It is, like the other protocols in this section, oriented towards deeper understanding of the problem or issue which can, in turn, illuminate good solutions and resolutions.

TIPS FOR THE FACILITATOR:

The facilitator does not need to choose the best starter questions; these can be determined by the participants. However, very little time should be spent choosing those questions – in order to reserve plenty of time for the dialogue that ensues. People naturally, want to jump to solutions or resolutions, so this is something the facilitator should prevent, reminding them that a solution or resolution is not the outcome of the protocol – clarity and insight are.

Summary of Modified Steps

- 1. All participants complete the force field analysis on barriers and boosters.**
- 2. Divide your table group in half – with half of the group sitting together on one side of the table and half on the other half. One half will be the Presenting Group and the other half will be the Responding Group.**
- 3. Select a table facilitator who will move the group from step to step as directed by the room facilitator.**

3. **The Presenting Group (1/2 of the table) should present boosters and barriers to the Responding Group, taking turns and not repeating what others say. The Responding Group is silent, taking notes.**
4. **The key questions for this protocol are “How can barriers to implementing lesson study in Florida be overcome?” and “How can boosters be enhanced?”**
5. **Both the Presenting and the Responding Group should write for 3 minutes on the key questions, based on material from the Presenting Group.**
6. **The Responding Group should “peel the onion” as the Presenting Group listens silently, taking notes. Note: The Presenting Group will have a chance to reflect on what the Responding Group says.**

Peeling the Onion Step One (3 minutes): The Responding Group should discuss the following: “The most important barrier is ____.” “The most important booster is ____.”

7. **Members of the Presenting Group should reflect aloud about what they heard the Responding Group say during Peeling the Onion Step One (2 minutes). The Responding should be silent, perhaps taking notes.**
8. **Peeling the Onion Step Two. Repeat Step One (items #6 and #7) with either of these starters (Responding Group first for 3 minutes, then Presenting Group reflecting for 2 minutes).**

“One assumption that seems to be part of the problem/dilemma is...”

“Questions these comments raise for me include. . . .”

“One result of this action would be. . . .”

9. **Peeling the Onion Step Three.** Repeat Step One (items #6 and #7) with any of these starters (Responding Group first for 3 minutes, then Presenting Group reflecting for 2 minutes).

“What would happen if...?”

“Have we thought about...?”

“I wonder...?”

10. **Debrief the protocol: content and process.**

Implementing Lesson Study in Florida

<u>Barriers</u>	<u>Boosters</u>

Rubric for Starting A Lesson Study Professional Learning Community

Lois Brown Easton

Directions: Read the description of each action at each developmental level. Circle the developmental level that corresponds best to where you and your team (those who know about Lesson Study) are right now. Then, write a goal for your team.

<i>Action</i>	<i>Level One: Planning</i>	<i>Level Two: Initiating</i>	<i>Level Three: Developing</i>	<i>Level Four: Routine</i>	<i>Goal</i>
Communication	The team has plans for communicating throughout the system about lesson study.	The team has communicated with some of the people who need to know about lesson study.	The team is designing regular communication pathways and has communicated with almost everyone who needs to know about lesson study.	The team is regularly communicating with everyone who needs to know about lesson study.	
Sponsorship	The team understands who needs to support lesson study work. The team understands the conditions for lesson study as well as current reality and knows what to tell sponsors about needs.	The team has described to sponsors what lesson study is and what sponsors need to do to support lesson study (in terms of creating the conditions for implementing lesson study).	The team has verbal (and written) approval for lesson study; lesson study has one or more sponsors who are working to create the conditions for implementing lesson study..	Sponsors of lesson study have addressed and begun to remove barriers to lesson study; they are creating the conditions for successfully implementing lesson study.	
Alignment	The team knows other initiatives, responsibilities and requirements that are “out there.” The team knows about other efforts related to professional learning (PLCs, e.g.).	The team has discerned how lesson study fits with these initiatives, responsibilities and requirements. The team knows how lesson study fits within current PLC efforts as well	The team has communicated how lesson study fits with what educators are required to do in Florida. The team has communicated within the school and/or district how lesson study fits with already	Lesson study is seen by most as an embedded process of professional learning that helps educators achieve a variety of Florida initiatives, requirements, and responsibilities. Lesson study is	

Action	Level One: Planning	Level Two: Initiating	Level Three: Developing	Level Four: Routine	Goal
	The team knows the mission, vision, and shared beliefs of the district and/or school.	as how it can operate separately from these efforts. The team has discerned how lesson study helps the district and/or school achieve its mission and vision.	existing or planned PLCs. The team has communicated how lesson study helps the district and/or school achieve its mission and vision.	one of several – or the only – activity of PLCs in the school and/or district. Lesson study is perceived by most as a professional learning process that helps a school and/or district achieve its mission and vision.	
Collecting data	The team understands that data is the foundation of lesson study and other forms of professional learning	The team collects fundamental data in four categories: achievement, demographics, perceptions (surveys), and processes (what the school does currently). The team analyzes these data.	The team sets yearly goals for lesson study based on data – both subject-area and personal development goals – and these drive the content of lesson study. The team understands the value of looking at student work and other less conventional data.	The team uses lesson study as a data collection process related to goals set for the year. The team also examines student work produced during the lesson study cycle and engages in other ways of analyzing data – such as assignment analysis.	
Understanding new roles	The team has studied how lesson study requires all educators to play new roles (i.e., teacher as researcher; teachers as leaders; principal as learner)	The team understands how roles change when a school and/or district is involved in lesson study and also understands why role changes are important.	The team communicates with others about role changes and begins to talk about how school culture itself will change with lesson study.	The school and/or district understands how culture changes with lesson study and other forms of embedded professional learning – and welcomes the change.	
Using protocols	The team knows a variety of	The team uses the lesson	The team refines the	The lesson study process is	

Action	Level One: Planning	Level Two: Initiating	Level Three: Developing	Level Four: Routine	Goal
	protocols – such as the tuning protocol for student work. The team knows the process for lesson study (lesson refinement, teaching and collecting data, and colloquium, often leading to revision of the lesson, re-teaching, and another colloquium)	study process (including the colloquium protocol with the teacher speaking, then the data collectors, and others; then whole group discussion and decisions about the lesson).	lesson study process, making it more efficient and effective; team members know what to do. The team researches other protocols that can help them improve the lesson study process: the tuning protocol for looking at student work, e.g., and the assignment analysis protocol for looking at assignments.	now both automatic and improved. The team is using other protocols to enrich the examination of lessons: looking at student work, looking at assignments, looking at assessments, etc.	
Changing the culture	The team understands that the culture of the school and/or district is affected by and affects implementation of lesson study	The team understands the culture of the school and/or district in terms of inquiry, collaboration, continuous improvement, focus on students and results, deprivatizing the classroom, reflection, dialogue, etc. The team knows where to start in terms of these qualities related to lesson study and knows that lesson study will affect the culture in terms of these	The team works within the school and/or district to help others understand the culture necessary for improving student achievement through professional learning. The team engages others in activities that help them learn aspects of school as a learning community.	The school and/or district engages regularly in professional learning activities, such as lesson study, so that its culture can be described as a learning community for adults as well as students.	

Action	Level One: Planning	Level Two: Initiating	Level Three: Developing	Level Four: Routine	Goal
Activating the lesson study cycle	The team understands the requirements of lesson study: who, what, when, where, why, and how. The team engages those who are going to be involved in lesson study to develop one or more plans for implementing lesson study in a school and/or district.	<p>qualities.</p> <p>Those who are going to be involved in lesson study communicate plans to others who need to know.</p> <p>Lesson study groups begin their work according to their plans (see below)</p>	Lesson study groups augment their work by taking the next steps in lesson study.	Lesson study groups are regularly meeting to engage in the full process of lesson study.	
Communicating results	<p>The team starts a portfolio for archiving results of lesson study.</p> <p>The team communicates to each lesson study group the need for portfolios.</p>	Each lesson study group contributes to the team portfolio or its own portfolio both artifacts of the process as well as reflection on learning related to the lesson study process.	Lesson study groups continue to contribute to their own portfolios as well as to the team portfolio (if different), pausing after each cycle to record significant learning.	Lesson study groups (and/or the team) contribute evidence of change in teacher behavior, instructional strategies, teaching techniques, etc., to sponsors of the effort.	
Evaluating the process	The team uses the rubric (see below) to communicate with others how to engage successfully in lesson study.	Lesson study groups use the rubric to self-evaluate the process.	Lesson study groups use the rubric as a whole group to evaluate the success of the process.	Others use the rubric to evaluate the success of the lesson study process.	

?

Who What When Where Why How

First Steps:

Who would you involve? **How?**

Why would you involve these people?

Doing what?

When?

Where?

Closure

Complete as many sentence frames as possible to reflect your thoughts about what we have done in this workshop.

I used to _____ and/but

now I _____.

I used to _____ and/but

now I _____.

I used to _____ and/but

now I _____.

I used to _____ and/but

now I _____.

I used to _____ and/but

now I _____.