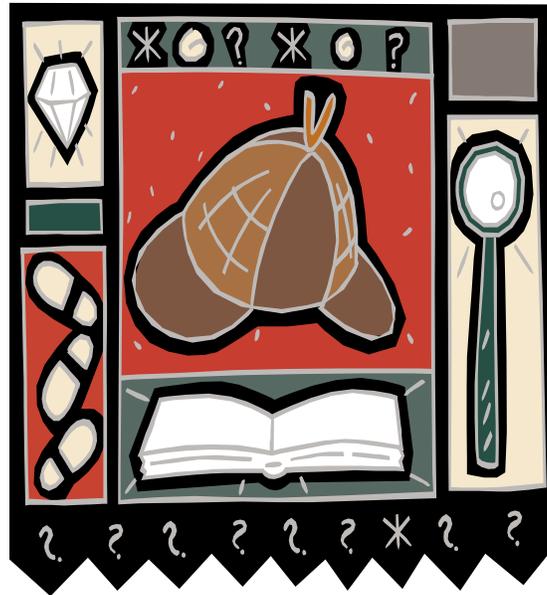


*INTRODUCTORY PREVIEW  
TO  
LESSON STUDY*



Lois Brown Easton

FASD Spring Forum  
April 19 & 20, 2010  
Crowne Plaza Melbourne Oceanfront, FL

Sponsored by



**Florida and the Islands Regional  
Comprehensive Center**



Introductory Preview to Lesson Study

## Description

Florida has embraced lesson study as an effective professional learning design for PLCs. This introductory session focuses on the fundamentals of lesson study using a text-based protocol, understanding Florida's approach to lesson study, and engaging in Q & A in anticipation of a deeper session at September's FASD conference.

## Essential Question

How can Florida educators help all students learn by engaging in lesson study as a powerful form of professional learning?

## Outcomes

Participants will (KUD = Know, Understand, Do)

Know what lesson study is.

Know why lesson study works.

Know what Florida expects in terms of lesson study.

Know what they should do in terms of first steps related to implementing lesson study in their districts or schools.

## Agenda

1. Welcome, opening activity & agenda check
2. Videotape of lesson to distinguish between lesson planning and lesson design and identify reasons for studying the design of lessons.
3. PowerPoint – background and research; summary of lesson study steps and key principles
4. Reflection and sharing
5. Article and text-based protocol
6. Florida's approach to lesson study – handout
7. Q & A

## 8. Closure activity and evaluation

### 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 Learner*, 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 has just published her fourth book, *Protocols for Professional Learning*, and she is working on a fifth book, *PLCs by Design* to be published in 2011 by Corwin Press.

She can be reached at [leastoners@aol.com](mailto: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 Lesson Study Resources

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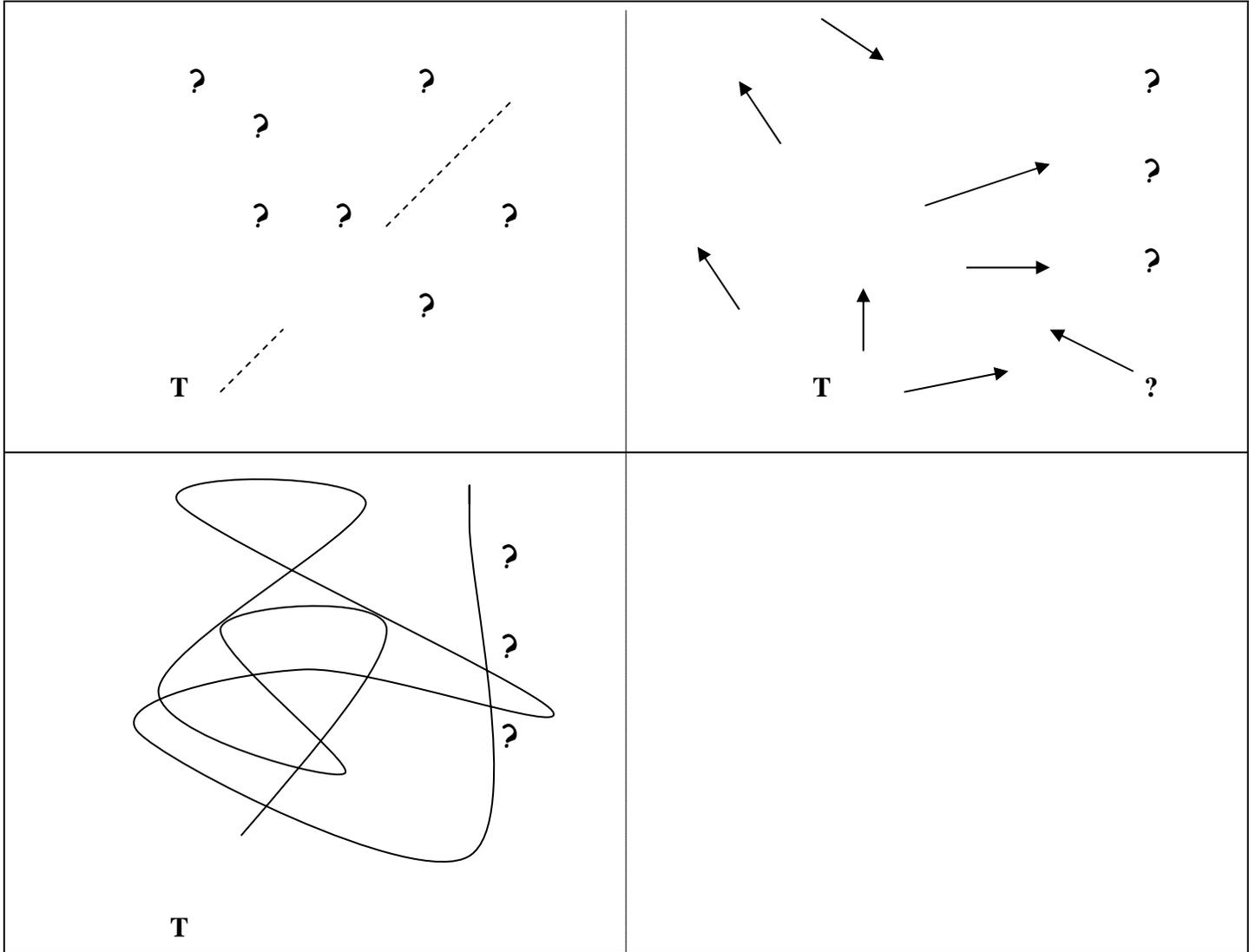
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## LESSON DYNAMICS

T = Teacher ? = Student

Identify: What lesson plan?  
An assumptive approach

A scattershot approach  
A-MAZE - ing



(Thanks to Madeline Hunter)



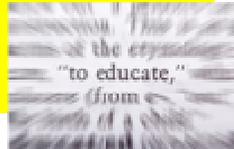
BRAINSTORM:

What are the primary differences between lesson **planning** and lesson **design**?

## Lesson Study

### • An all-purpose definition:

"Lesson study provides an ongoing method to improve instruction based on *careful observation of students and their work.*" (Lewis)



## Myths & Reality

### Myths

- It's all about teacher performance
- It's about building lessons from scratch
- It's an one-shot deal
- There's only ONE "right" way to do LS
- There's no required template for lessons in PL
- Everyone needs to LS this year in PL
- Educators should engage in LS at least once a month
- Lesson study is something to add on to what teachers are required to do

### Reality

- It's about students
- Lessons can be "given"
- It's an on-going cycle of professional learning
- There are a variety of ways to "do" LS
- There's no required lesson template
- LS is developmental
- A LS cycle may be 8 weeks long
- LS can help teachers and schools do what they are already doing



## Some Research

- Check out the research on embedded professional development/learning in **Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad** by LINDA DARLING-HAMMOND, RUTH CHUNG WEI, ALETHEA ANDREE, NIKOLE RICHARDSON AND STELIOS ORPHANOS from the School Redesign Network at Stanford University ([www.nsdrc.org](http://www.nsdrc.org))
- Also see the technical report



## More About the Research

Check out the [Lesson Study Group at Mills College](#)

Since 1999, the Mills College Lesson Study Group has conducted research on lesson study in U.S. settings, including a choice, districts and pre-service education.

Their work focuses on adaptation of lesson study to U.S. settings, the nature of teachers' learning during lesson study, and the ways in which outside experts and resources – especially those from Japan – can support teachers' learning.

Support for the research has come from the National Science Foundation (NSF) and the U.S. Department of Education Institute for Education Sciences (IES).



### Some Research Findings

"The content of the professional development is most useful when it focuses on **concrete tasks of teaching, assessment, observation and reflection** rather than abstract discussions of teaching."

(Darling-Hammond & McLaughlin, 1995, p. 598),



### More Research Findings

Studies find strong effects of professional development on practice when it focuses on enhancing **teachers' knowledge of how to engage in specific pedagogical skills and how to teach specific kinds of content to learners**. Equally important is a focus on student learning, including analysis of the conceptual **understanding and skills that students will be expected to demonstrate**.

(Blank, de la Ator & Smith, 2007; Carpenter et al., 1989; Cohen & Hill, 2001; Lieberman & Wood, 2002; Merrill & Methner, 1991; Saxe, Gearhart & Nasir, 2001; Wenglinsky, 2000)."



### More Findings

Saxe, Gearheart, and Nasir (2001) compared three types of support for teacher learning, and found that **student achievement improved most when teachers were engaged in sustained, collaborative professional development that specifically focused on deepening teachers' content knowledge and instructional practices**.



### Specifically About Lesson Study

Look at **Highlands Elementary, CA**, which did Lesson Study from 2002-2005 (and is still doing it). They have 4 years of **state test data** that show students who stayed at Highlands had scores that improved by **91.6 points vs. 26 as a district average**. "**Lesson study was the only difference.**"

([http://lessonresearch.net/ls\\_06Kappon.pdf](http://lessonresearch.net/ls_06Kappon.pdf))



### Japan's Lesson Study Approach to Professional Development

- In Japan *kenkyu jugyuu* (research lessons) are a key part of the learning culture.
- Every teacher periodically prepares a best possible lesson that demonstrates strategies to achieve a specific goal (e.g., students becoming active problem-solvers or students learning more from each other) in collaboration with other colleagues.

### More About Lesson Study in Japan

*A group of teachers observes while the lesson is taught and usually records the lesson in a number of ways, including videotapes, audiotapes, and narrative and/or checklist observations that focus on areas of interest to the instructing teacher (e.g., how many student volunteered their own ideas).*



### More About Japanese Lesson Study

Afterwards, the group of teachers, and sometimes outside educators, discuss the lesson's strengths and weakness, ask questions, and make suggestions to improve the lesson. In some cases the revised lesson is given by another teacher only a few days later and observed and discussed again (Fernandez, 2002; Pang, 2006; Barber & Mourshed, 2007).

### More About Lesson Study in Japan

- Teachers themselves decide the theme and frequency of research lessons. Large study groups often break up into subgroups of 4-6 teachers. The subgroups plan their own lessons but work toward the same goal and teachers from all subgroups share and comment on lessons and try to attend the lesson and follow-up discussion.

### More About Japanese Lesson Study

For a typical lesson study, the 10-15 hours of group meetings are spread over 3-4 weeks. While schools let out between 2:40 and 3:45 pm, teachers' work days don't end until 5:00 pm, which provides additional time for collegial work and planning.

### More About Japanese Lesson Study

Most lesson study meetings occur during the hours after school lets out. The research lessons allow teachers to refine individual lessons, consult with other teachers and receive feedback based on colleagues' observations of their classroom practice, reflect on their own practice, learn new content and approaches, and build a culture that emphasizes continuous improvement and collaboration (Ferrandez, 2002).



### Some News

- Watch federal legislation from Jared Polis (House of Representatives) and Michael Bennett (Senate) on "Great Teachers for Great Schools," with support from Arne Duncan & Barack Obama.
- Check out what the National Staff Development Council is doing regarding federal and state changes related to professional learning.
- Find out what's happening in Florida. Check out the Florida Association for Staff Development (FASD), [www.fasdonline.org](http://www.fasdonline.org)

# The Basics of Lesson Study<sup>1</sup>

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 on pp. 18-21).

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

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<sup>1</sup>A Brief Guide to Lesson Study by Catherine C. Lewis, Education Department, Mills College, Oakland CA, Clewis@mills.edu [www.lessonresearch.net](http://www.lessonresearch.net). Used with permission.

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

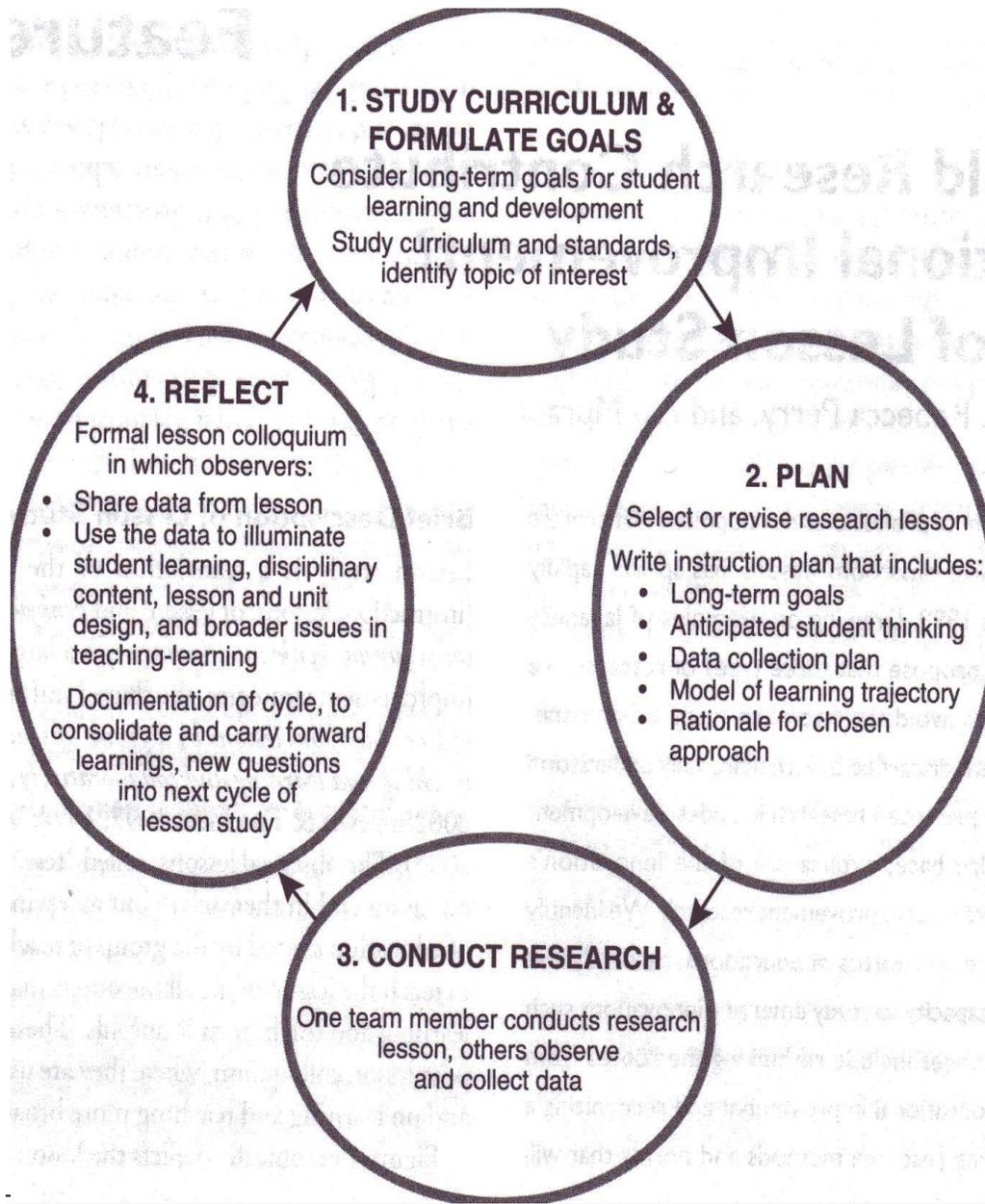
### **Social Behavior**

- 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 DISCUSSION<sup>2</sup>**

**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)

- Each member of the group shares a sentence from the text or from notes written about a performance.

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

- 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.

## Reflection Sheet : Reading & Text-Based Protocol

What surprised me:

I'm wondering:

Wow!

Not sure about this:

Pretty exciting:

A little confusing:

Other:

## How Does Lesson Study Work in Florida?????

Directions: Working with a partner or in a triad, consider how the following initiatives fit or don't fit with lesson study. Amend the descriptions of other initiatives if I've left something out. Then put an X by any part of the initiatives that is **supported** through lesson study. Put a ? by any part that could be supported through lesson study.

### ***CONTINUOUS LEARNING CYCLE or COACHING & LEARNING CYCLE***

- Analyze data and student work
- Develop a course of study
- Encourage inquiry during course
- Do a pre-conference
- Plan/model/observe demonstration lessons
- Debrief and give/get feedback on lessons
- One-to-one coaching
- 4-6 week cycle
- Self-directed inquiry with discussion around specific instructional needs
- Method for engaging in professional learning
- Identifies student needs via data
- Identifies adult learning goals about teaching related to data
- Review materials and resources about topic
- Take turns demonstrating lessons
- Try out new and different teaching
- Practices
- Provides a forum – personal reflection and discussion
- Examining student work for evidence
- Evaluating new approaches

### ***STRATEGIES & SUPPORT FOR DIFFERENTIATED ACCOUNTABILITY***

#### Professional Development

- School and district ensure Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups. . . including the needs of subgroups not making AYP
- District participates in a sample of IPDP meetings
- District ensures that leadership professional development includes PD targeting the subgroups not making AYP
- District ensures that appropriate resources are provided to support the school to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development, and Professional Learning Communities (PLCs) with Lesson Study Groups.
- District provides leadership development on monitoring classroom instruction and evaluating professional development
- District provides professional development on Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, including the use of Lesson Study Groups, and School Grade and AYP Calculators

***DA CIM (DIFFERENTIATED  
ACCOUNTABILITY CONTINUOUS  
IMPROVEMENT MODEL)***

PLAN

DART 2009

FCAT Test Design Document

FCAT Content Focus Report

Item Specifications Guidelines

DO

Instructional Pacing Calendar

Instructional Delivery Guide

CHECK

Assessments

Data Disaggregations

Maintenance

Monitoring

ACT

Differentiated Instruction

Lesson Study

Professional Development

***PROFESSIONAL LEARNING  
COMMUNITIES (PLCs)***

Definition and description: A group of educators who regularly engage in professional learning for the purpose of enhancing their own practice as educators in order to help all students succeed

- Focus on professional learning for the purpose of enhancing their own practice as educators
- Focus on what educators do, what's happening in classrooms and how educators can get better in terms of what they do
- Focus on helping all students succeed Team learning
- Shared vision, values & beliefs
- Reflective dialogue
- Deprivatization of practice
- Collective focus on student learning
- Collaboration
- Sustaining leadership
- Supportive conditions
- Action orientation and experimentation; results-oriented
- Collection and use of effective data

## Florida's Approach To Lesson Study

1. In Florida lesson study is recommended as an effective professional learning strategy for all schools.
2. All DA schools are required to implement lesson study but only targeted schools (Intervene, F, D former F) are receiving direct support from the Department of Education regional teams.
3. Lesson study needs to be started in schools on the "critical" list during the 2009-2010 school year. The state does not mandate full implementation of lesson study in the first year. Rather, schools should go slowly at first, initiating PLCs and then using lesson study as one of activities that engage members of PLCs.
4. Schools on the "critical" list, especially, may need to ease into lesson study because faculty may not be familiar with/knowledgeable about collaborative work.
5. However, by the end of the 2009-2010 school year, all schools on the "critical" list should be engaged in lesson study in some substantive way.
6. Lesson study is specified on DA CIM (Differentiated Accountability Continuous Improvement Model). Lesson study is one aspect of implementing DA CIM.
7. Lesson study goals are derived from data; the research lesson provides data; and lesson study groups decide how to proceed on the basis of data.
8. Lesson study can be the mechanism for implementing the coaching cycle and the continuous learning cycle.
9. Lesson study may involve teachers in developing lessons together, but the focus is on refining a developed/given lesson (such as a lesson from a textbook), teaching it to collect data on student learning, sharing data, improving the taught lesson (sometimes called the "research" lesson), and applying learning to development/refinement of additional lessons.

10. There is no official lesson planning template required by Florida; however, schools need to choose among many effective published templates (Wiggins & McTighe, Daggett, Hunter, Easton, others). Also see the Instructional Focus Calendar template from the Department of Education.
11. Lesson study is standards-based; created/given lessons are based on standards; they are improved to help students achieve standards; data are collected (in part) according to how well the lesson helps students achieve standards; lessons are revised according to data; the next lessons to be studied benefit from the data collected about previous lessons
12. The focus of lesson study is on the intersection of curriculum, the student and the teacher -- instruction. This is where the proverbial "rubber meets the road" of learning.

# Closure

Directions: 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 \_\_\_\_\_.