Lesson Study

MALLI
MATHEMATICS AND LANGUAGE, LITERACY INTEGRATION IN DUAL LANGUAGE SETTINGS
Objectives:

- Introduce lesson study
- Understand the structure of lesson study
What do you know about lesson study?

Share out words and phrases-make a guess!
History

- Originated in Japan as a grassroots effort in the 1960s, initiated by teachers
- *Jugyokenkyu*: jugyo (lesson) kenkyu (study or research)
- Used at every stage of teacher development, beginning with pre-service
- Embraced by national research organizations; district, regional, cross-district lesson study groups; and individual schools
Lesson Study Model

A model of ongoing professional development in which:

A team of teachers collectively plan, teach, observe and analyze specific lessons using a cycle of learning in which new insights are integrated into subsequent lessons while working as a Professional Learning Community, putting student learning at the center.
Lesson Study

“Flyover”

Thank you to Isabel!
Lesson Study Norms

- All members of the LS group are equal as learners whatever their age, experience, expertise, or seniority in school or beyond.
- All contributions are treated with unconditional positive regard. This doesn’t mean they will not subject to analysis, doubt or challenges, this means no one will be made to feel foolish for venturing a suggestion. It is often suggestions that make you feel foolish or vulnerable that are of the greatest value and generate the most learning.
- We will support whoever teaches the research lesson(s) and make faithful observation, recording as much as possible what pupils say as well as do.
- We will share what we learn – our new practice knowledge - with our colleagues as accurately and vividly as we can and in such a way that they can benefit from and try it out themselves.
- We will share the aims and outcomes of our Lesson Study with our pupils appropriately, depending on their ages and stages of development. Their views, ideas and perspectives will be treated with equal positive regard.
- Any others?
During Lesson Study, teachers:

- Collaborate
- Plan & Enact
- Observe
- Reflect & Discuss
- Revise & Enact
- Reflect

MALLI Practices:
Literacy, Vocabulary, Discourse
During Lesson Study, teachers:

- Collaborate
- Plan & Enact
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- Reflect

MALLI Practices: Literacy, Vocabulary, Discourse

“research lesson(s)” designed to bring long-term goals to life, as well as to teach particular academic content
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MALLI Practices:
Literacy, Vocabulary, Discourse

student learning, engagement, and behavior during the lesson
Observing: Self and Colleagues

• To understand student thinking and learning process
• To collect **data** to back up those points
• To determine how students received the lesson

**Additional Thoughts:**

- Collect data with the lesson **goal** in mind
- Document student learning processes, ideas of solving a problem, common misunderstandings and how and when they changed
- Use the lesson plan, seating chart, and worksheet to record

**After we watch, who will facilitate the dialogue?** Record ideas/thoughts? **Who will be the final commentor?**
Collaborate

Plan & Enact

Observe

Reflect & Discuss

Revise & Enact

Reflect
During Lesson Study, teachers:

- Collaborate
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MALLI Practices: Literacy, Vocabulary, Discourse
discuss and revise the lesson and the approach to instruction based on these observations
Debriefing

Before debriefing: assign a facilitator, a recorder, a final commentator

During debriefing:

- The instructor’s short comment on his/her teaching
- A member of the lesson planning group explaining the lesson
- Discussion toward the predetermined goals and student learning
- Final comment

Reference:
Lesson Study: A Handbook of Teacher-led Instructional Change (Lewis, 2002)
Lesson Study: Powerful PD

Some final observations
Effective Professional Development

- Collaborative, comprehensive, ongoing
- Focused on subject matter
- Teacher driven and classroom based
- Active and hands on
- Focused on student practice

**Lesson Study is all these things.**

Source: Developmental Studies Center
Lesson Study is Powerful PD

“It is hard to incorporate new instructional ideas and materials in classrooms unless we see how they actually look. In lesson study, we see what goes on in the lesson more objectively, and that helps us understand the important ideas without being overly concerned about other issues in our classrooms.”

(Murata and Takahashi, 2002)
Lesson Study Balances

- Pupil learning to be improved/developed
- Curricular content to be taught
- Jointly plan teach/observe analyse, plan
- Focus on pupil’s learning (not teachers’ teaching)
- Teaching approach to be developed, refined or innovated
- Case pupil’s needs
Teachers’ Activities to Improve Instruction

How does the US compare with Japan?

- Choose curriculum, write curriculum, align curriculum, write local standards
- Plan lessons individually
- Plan lessons collaboratively
- Watch and discuss each other’s classroom lessons

U.S.  |  JAPAN

Lesson Study: A Handbook of Teacher-Led Instructional Change, Catherine C. Lewis
Resources

★ Lesson Study: A Handbook of Teacher-Led Instructional Change by Catherine C. Lewis
★ Lesson Study Communities: Increasing Achievement with Diverse Students by Karin Wiburg & Susan Brown
★ How Many Seats? Excerpts from a Lesson Study Cycle (Video) by Catherine Lewis
   http://www.lessonresearch.net/videos1.html
★ For information about Lesson Study around the world join the World Association of Lesson Studies (WALS) at:
   www.walsnet.org
★ For research papers and lesson studies published internationally go to:
   http://www.emeraldinsight.com/products/journals/journals.htm?id=ijlls
Lunch Time!
Be ready for $ talk @ 1 pm!

Thank you!