PLC TEAMS FOCUSING
ON
LESSON STUDY

AGENDA

- Welcome & introductions
- Community Builder
- Learning Goal, Objective (CBC)
- Systems Thinking Approach, Vision, & Mission
- Capacity Builders Charge
- Norms
- The Basics of Lesson Study
  - Definition
  - Values
  - Research
- Investigating and Reflecting on the Lesson Study Cycle
  - Video: “How Many Seats?”
- Sum-It-Up
- Next Steps

“Student achievement improved most when teachers were engaged in sustained, collaborative, professional development that specifically focused on deepening teachers’ content knowledge and instructional practices.”

Saxe, Gearheart, and Nasir (2001)
**FIND SOMEONE WHO...**

<table>
<thead>
<tr>
<th>...is an avid reader in both their personal and professional life.</th>
<th>...can confidently visualize what something will look like before he/she starts making or doing it (e.g., renovations, interior design, sewing).</th>
<th>...engages regularly in at least one sport.</th>
<th>...has attended a personal growth seminar or reads books on self-awareness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>...likes to play strategy games or do logic and math brainteasers.</td>
<td>...prefers to work with others rather than by him or herself.</td>
<td>...is most comfortable and happy when outdoors enjoying nature.</td>
<td>...can play a musical instrument.</td>
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**Lesson Study**

**JANUARY 23, 2014**

**Learning Goal:** Participants will engage in professional learning which will improve learning for all students using the lesson study process.

**Objectives:** Participants will understand the basics of lesson study by examining a lesson study cycle and aligning it with the PLC process.

**Benchmarks:** Facilitating Professional Learning, Clear Goals and Expectations, Instructional Resources, Instructional Initiatives

**Essential Question:** How do we revolutionize the way we teach, lead, and learn for 21st century success?

**Common Language:**
- Facilitator
- Norms
- Lesson Study Cycle
- PLC process
- Research lesson
- Teacher researchers

**Shifting Gears**

On a sticky note, jot ideas that come to mind when you think of “professionalism.”

**I Do**
- Introduce the basics of lesson study

**We Do**
- Watch and reflect on a video of a lesson study cycle

**You Do**
- Make connections between facilitation of the PLC process and the Lesson Study cycle

**Sum-It-Up**

Reflect on and summarize how lesson study can build on the learning for your students and within your PLC team.

**NEXT STEPS:**
As a capacity builder, meet with your PLC team to introduce and initiate lesson study.
**Implementation Scale**

**Professional Learning Communities (PLC)**

A PLC is an ongoing process used to establish a school-wide culture that capitalizes on the collective strengths and talents of the staff to develop teacher leadership focused on building and sustaining school improvement efforts. These educators are motivated by a shared learning vision, working with each other to inquire on their practice, conducting action research, and learning together about new and better approaches to improve staff effectiveness as professionals for the benefit of students, ultimately enhancing student achievement. The work of the PLC focuses on four critical questions of learning: “What is it we want students to learn?” “How will they learn it?” “How will we know when they have learned it?” and “How will we respond if they haven’t learned or already know it?”

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Culturally Embedded Level 1</th>
<th>Intentionally Structured Level 2</th>
<th>In Name Only Level 1</th>
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<tbody>
<tr>
<td></td>
<td>Evidence that all members of the school community are steadfast in this belief. All are willing to do what is necessary to meet high standards. There is active implementation, follow-up, and feedback. There is a sense of commitment.</td>
<td>Leaders clearly support the constructs of the concepts by providing the formalized structures required. The work is thought of as an obligation to be met. There is evidence of follow-up and feedback. There is a sense of compliance.</td>
<td>Concepts are talked about. Concepts are thought of as “another thing to do.” Leaders tend to make broad-based decisions with no follow-up or feedback. There is a limited sense of accountability.</td>
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</tbody>
</table>

**Critical Elements of a Professional Learning Community (PLC)**

**Focus on Collaborative Culture**
1.1 Shared Mission, Vision, Values, and Goals
1.2 High-Performing Collaborative Teams
1.3 Intentional Collaboration

**Focus on Learning**
2.1 Aligned Curriculum and Instruction
2.2 Aligned System of Assessment
2.3 Multi-Tiered System of Support

**Focus on Results**
3.1 Data Mindset: Efficacy and Transparency
3.2 Data Management, Collection, And Analysis
3.3 Responsibility for Action to Improve Results
College and Career Readiness
Instructional Framework

Process to Facilitate a PLC: Based on relevant data, entry points and areas of focus will vary.

Plan
Identify Desired Outcomes
What is it we want and expect students to learn?
- Determine what the students should know, understand, and be able to do based on the content standards.
- Use School-based Instructional Focus Calendar along with curriculum documents (e.g., Blueprints, Scope and Sequence) to determine order of instruction and the integration of standards.
- Access the appropriate deconstructed standards (e.g., Course Description, Blueprints, C3 Connection Cards, K/1 Math Overlays, NGSSS Task Cards, and Test Item Specifications).
- Create standards-based essential question(s), learning goal, and scale.
- Determine amount of time and intensity spent on the standard(s) based on data.

Plan
Determine Acceptable Evidence
- Determine tasks/common assessments/exemplars aligned to the content standards.
- Determine what the tasks/common assessments/exemplars will look like if mastery has been achieved.
- Establish criteria that will be used to determine student mastery of the standard.

Do
Plan and Deliver Learning Experiences and Instruction
How will they learn it?
- Plan learning experiences that will equip students to engage with, develop, and demonstrate the desired understandings.
- Use the curriculum documents to locate higher order questions, example writing connections, tasks/assessments, aligned to the standards.
- Deliver instruction/facilitation of planned learning experiences.
- Differentiate instruction based on student needs (small groups, tiered tasks...)

Act
How will we respond if they don’t learn?
How will we respond differently to those who already know it?
- Based on daily formative assessments determine small group/individuals to remediate in a timely manner.
- Based on teacher reflection of practice, collaborate with colleagues to determine best instructional strategies, remediation/enrichment opportunities.
- Use problem solving process to revisit benchmarks/standards that students overall scored below mastery to create an action plan for next steps (bell work, centers, purposeful homework, revisit gradual release).

Check
How will we know when they have learned it?
- Use formative assessments on a daily basis to determine where your students are in understanding the content standards based on your desired results (e.g., summarizing activity, comprehension checks, use of scales).
- Use the Mini-Assessments to determine where students are in regards to NGSSS for the FCAT 2.0/EOC Assessment.
- Administer performance tasks and/or assessments aligned to CCSS and NGSSS.
- Utilize the item analysis to determine misconceptions, questions missed, and students that need extra assistance.
- Analyze the assessment data to determine interventions, reteach/enrichment opportunities.
- Reflect on teacher practice.
# Capacity Builders’ Planning Guide

**Capacity Building**
The ability to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain best practices within a system.

<table>
<thead>
<tr>
<th>SPI</th>
<th>Organize</th>
<th>Plan</th>
<th>Implement</th>
<th>Sustain</th>
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<tbody>
<tr>
<td><strong>Data Collection &amp; Planning</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>PLC 1:</strong> What is it that we want students/teachers to learn?</td>
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| **FCIM** | | | |
| What are our students’ learning needs? | What are the teachers’ learning needs? | Establish goals for the PL based on data collected. | Build delivery structures. | What has been the impact of this PL? |
| How do we build on what they know? | How do we meet the needs of students? | How do we meet the needs of teachers? | Who will facilitate the training? | What will on-going monitoring look like? |
| What sources of evidence/knowledge can we utilize? | How do we meet the needs of teachers? | What systems will be utilized to drive the implementation? | When will PL take place? | Did we reach our goals? |
| How have we contributed to existing student outcomes? | What will be structured? | When and how will data collected be analyzed? | What resources are needed? | Did we improve? |
| What do we already know that we can use to promote student outcomes? | | | Who will be responsible to ensure the PL is implemented in the classroom? | What is our evidence? |
| What do they need to learn and do? | | | When and how will data be collected? | What does our data tell us? |
| | | | | What do we need to improve? |
| | | | | Identify strategies that worked. |

<table>
<thead>
<tr>
<th><strong>Lesson Study</strong></th>
<th>PLAN</th>
<th>DO</th>
<th>CHECK/ACT</th>
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</table>


“Lesson study provides an on-going method to improve instruction based on careful observation of students and their work.”

_Catherine Lewis_

Lesson Study Values...
- Teaching
- Teachers
- Professional Teaching Community

Summarize the difference between Traditional PD and Lesson Study.

<table>
<thead>
<tr>
<th>Traditional Professional Development</th>
<th>Lesson Study</th>
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</thead>
<tbody>
<tr>
<td>Begins with an answer</td>
<td>Begins with a question</td>
</tr>
<tr>
<td>Driven by outside “expert”</td>
<td>Driven by participants</td>
</tr>
<tr>
<td>Communication flow: trainer teachers</td>
<td>Communication flow: among teachers</td>
</tr>
<tr>
<td>Hierarchical relations between trainer and learners</td>
<td>Reciprocal relations among learners</td>
</tr>
<tr>
<td>Research informs practice</td>
<td>Practice is research</td>
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Lesson Study Cycle

1. STUDY
   - Study curriculum and standards
   - Consider long-term goals for student learning and development

2. PLAN
   - Select research lesson
   - Anticipate student thinking
   - Plan data collection and lesson

3. DO RESEARCH LESSON
   - One team member teaches, others collect data

4. REFLECT
   - Share data
   - What was learned about student learning?
   - What are implications for this unit and more broadly?
   - What learnings and new questions do we want to carry forward in our work?
Planning & Study

How is this video segment similar to and/or different from the planning process with which you are familiar?
<table>
<thead>
<tr>
<th>Content Area Focus</th>
<th>Title of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Researchers</td>
<td>School Name</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

| Standards          |                 |
| Learning Goal/Objectives |       |

<table>
<thead>
<tr>
<th>Step-by-step plan: Teacher Directions/Questions</th>
<th>Anticipated Student Response(s)</th>
<th>Teacher Response(s)</th>
<th>Materials Needed</th>
<th>Data Collection Points (&quot;look-fors&quot;)</th>
</tr>
</thead>
</table>
Research Lesson - First Teaching

Record as carefully as you can everything students say and do during this lesson.

**Title of Lesson:** How Many Seats?

**Goals of the lesson:** Long Term - Help students become curious, eager learners
Immediate Goal – Help students recognize and mathematically represent a pattern

**Observation objectives:** evidence of student understanding of the lesson goal

<table>
<thead>
<tr>
<th>Time</th>
<th>Observation</th>
<th>Significance</th>
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</table>
First Debrief of Research Lesson

You are an anthropologist.
Your job is to describe the structure of this meeting.

- What is the agenda?
- What are the rules?
- What is the culture?
Protocol for Observation and Discussion of a Research Lesson

**OBSERVATION OF RESEARCH LESSON**

1. Do not help students or otherwise interfere with the natural flow of the lesson.
2. Collect data as requested in advance by the research lesson planning team, or focus your observation on the “points to notice” laid out in their instructional plan.

**DISCUSSION OF RESEARCH LESSON**

1. **The Instructor’s Reflections.** The instructor describes her or his aims for today’s lesson, comments on what went well and on any difficulties, and reflects on what was learned in planning and conducting today’s lesson (5 minutes or less).

2. **Background Information from the Lesson Study Group Members.** The lesson study team members explain their goals for students (both lesson goals and long-term goals) and why they designed the lesson (and unit) as they did. They describe changes made to the lesson design over time.

3. **Presentation and Discussion of Data from the Research Lesson.** Lesson study team members (followed by observers, if any) present and discuss data on student learning, engagement, and behavior from the research lesson and the larger unit of which it is a part. The data may include student work, a record of questions by the teacher and/or students, narrative records of all activities by particular children, record of the blackboard, etc., that have been agreed upon in advance. What do the data suggest about the students’ progress on the lesson goals and goals for long-term development?

4. **General Discussion.** A brief free discussion period, facilitated by a moderator, may be provided. The focus is on student learning and development, and on how specific elements of lesson design promoted these. The moderator may elicit and group comments, or designate particular themes for discussion, so that there is ordered discussed of key issues, rather than a “point-volleying session.”* Comments of a sensitive nature may be conveyed privately at a later time.

5. **Outside Commentator** (optional). An invited outside commentator may discuss the lesson.

6. **Thanks.** Particularly if the gathering is large, it is common for an administrator to thank the instructor, planners, and attendees for their work to improve instruction. In addition, participants usually begin their comments by thanking the lesson instructor and mentioning something they learned from watching the lesson.

*From Clea Fernandez
**“HOW MANY SEATS?” NOTES**

**Research Lesson - Second Teaching**

Record as carefully as you can everything students say and do during this lesson.

<table>
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<tr>
<th>Time</th>
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</table>
Debriefing of Second Teaching and Lesson Study Cycle

How might this lesson study cycle have been useful to teachers?

What supports for their learning did you see within this video segment or earlier segments?
Why spend so much time on one lesson?

The real product of the lesson study cycle is not the lesson. Lesson study builds educators’

- K________________
- M_______________
- H_________ of L___________
- P___________ L___________ C_________
# LAKE COUNTY SCHOOLS
# LESSON STUDY TEAM
# REPORTING FORM

<table>
<thead>
<tr>
<th>Teacher Researchers</th>
<th>School or Department</th>
<th>Dates (From-To)</th>
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## PLAN

- What is it that we want students to learn? (i.e., overall learning goal and measurable objectives)
- What do students already know? How do we build on what they know? Provide rationale/data.
- What do teachers already know and what do we need to learn to promote student outcomes?

## DO

- How will students learn it (i.e., the measurable objectives)?
- How will student needs, including misconceptions, be met?

## CHECK

- How will we know when students have learned it (i.e., the measurable objectives)? What will on-going monitoring look like?
- Provide a summary based on analyzed data. Answer the following questions: Did students reach the intended goal? Did they improve? What is our evidence? What does our data tell us?

## ACT

- What will we do differently if students have not learned?
- What do we need to improve?
- Identify strategies that worked.
- What are the next steps for impacting teaching and learning as a result of this work?

I verify that this Lesson Study Team met according to plan, followed prescribed agendas, and presented their results to faculty members and administration.

<table>
<thead>
<tr>
<th>Principal Signature</th>
<th>Date</th>
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<thead>
<tr>
<th>Director of Professional Development/Leadership Signature</th>
<th>Date</th>
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Lesson Study Team Facilitators must propose a course on the TNL system for participants to earn MIP points.

Points determined for each participant are based on hours of participation. Sign-in sheets must be printed from the TNL system.
RESOURCES RELATED TO LESSON STUDY

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.)


