

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	The team has discerned how lesson study fits with these initiatives, responsibilities and requirements. The team knows how lesson study fits within	The team has communicated how lesson study fits with what educators are required to do in Florida. The team has communicated within	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.	

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	(PLCs, e.g.). The team knows the mission, vision, and shared beliefs of the district and/or school.	current PLC efforts as well 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.	the school and/or district how lesson study fits with already existing or planned PLCs. The team has communicated how lesson study helps the district and/or school achieve its mission and vision.	Lesson study is 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	The team uses the	The team refines the	The lesson study	

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	variety of 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)	lesson 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.	process is 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 qualities.	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.	

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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.	Those who are going to be involved in lesson study communicate plans to others who need to know. Lesson study groups begin their work according to their plans (see below)	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	The team starts a portfolio for archiving results of lesson study. The team communicates to each lesson study group the need for portfolios.	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.	

Examples of Plans:

<u>Plan #1</u>	<u>Plan #2</u>	<u>Plan #3</u>	<u>Plan #4</u>	<u>Plan #5</u>
The team asks interested educators to learn about	The team itself decides to engage in lesson study,	Someone at the district level sponsors lesson study and	PLCs are already mandated in the district, and most	This district is very small – one K-12 school with

<p>lesson study, plan how to do it at next early dismissal.</p> <p>Interested faculty members attend, learn about lesson study by doing a protocol on an article, and participate in a mock lesson study cycle with given lessons (time: one early dismissal afternoon).</p> <p>Interested faculty members form lesson study groups according to subject area or grade level.</p> <p>They use their grade level or subject area meetings to refine a lesson and to engage in colloquium (time: one meeting for each).</p> <p>The district provides substitutes for one period a month for each grade level or subject area team member so they can observe lessons and collect data (e.g., substitutes come in for one whole day and cover all but 1 third grade teacher and 1 fourth grade teacher in the AM and all but 1 fifth grade teacher in the PM).</p>	<p>inviting a few people at a time to participate with them.</p> <p>The team gets permission from district administrators to use a district-designated professional development day in January for lesson study purposes.</p> <p>Individuals from all schools attend the lesson study seminar put on by the team – they learn about lesson study by doing a protocol on an article, and participate in a mock lesson study cycle with given lessons.</p> <p>They are given time to plan what, if anything, they will do about what they have learned back in their schools.</p> <p>Most present an overview of lesson study at the next faculty meeting. Then, they invite interested faculty members to use their next late start days to learn more through reading about lesson study and participating in a mock lesson study cycle.</p> <p>Interested participants form</p>	<p>asks principals to “repurpose” a faculty meeting in order to learn about lesson study.</p> <p>The team as a whole travels to each school for a faculty meeting during which the team models lesson study while others watch. All participate in the colloquium and then engage in a discussion of how lesson study groups can be formed in the school.</p> <p>Team members serve as liaisons to each school-based lesson study <u>lead</u> group, which in turn, works with smaller lesson study groups based on grade-levels or subject-areas.</p> <p>The liaisons help the school-based lesson study lead groups dig into lesson study (reading an article and discussing it, for example). The liaisons help the school-based lesson study groups figure out HOW to do the lesson study cycle using given PLC days and covering for each other when they are observing (e.g., when the</p>	<p>schools have implemented them in some way.</p> <p>Some PLCs are little more than “business as usual,” however.</p> <p>The team presents a seminar on lesson study to district curriculum and professional development specialists, engaging them in reading an article and discussing it using a protocol. Then, the team engages the specialists in a mock lesson study, using a given lesson.</p> <p>The specialists want to become better at lesson study and designate themselves a lesson study team. They invite principals and assistant principals to join them each time they engage in a cycle. Towards the end of the year, every principal and AP has participated in a cycle and feels confident about introducing lesson study at their own schools – with the help of the team and the specialists. An opening-day inservice is cancelled and replaced by lesson study</p>	<p>30 full-time staff.</p> <p>The team of two attending initial workshops about lesson study decide to address the whole faculty and staff during an early dismissal day.</p> <p>They begin with data: What do we know about our students? How can we improve instruction to help them learn better?</p> <p>Then they introduce lesson study through a text-based protocol and model a lesson study cycle.</p> <p>They survey the staff online about continuing lesson study and find that most want to do so. At the next early dismissal day a month later, they have the staff and faculty engage in a mock lesson study cycle in small groups.</p> <p>The staff and faculty are naturally concerned</p>
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	<p>cross-disciplinary and/or cross-grade lesson study groups and proceed as in Plan #1.</p>	<p>fourth grade teachers are observing one fourth grade class, other grade level teachers cover the other fourth grade classes, and the favor is returned when other grade level teachers are observing. At the high school, when one subject-area group is observing, other subject-area group teachers on their planning periods cover the classes for the subject- area being observed).</p> <p>The lesson study groups start slowly, spending their first few meetings just discussing and refining given lessons. Then, they choose one they have refined and have someone teach it while the others observe. They meet in colloquium during the next grade level or subject area meeting.</p>	<p>workshops led by teams of principals, APs, specialists, and the original team.</p> <p>Each PLC is “encouraged” to try-out one lesson study cycle, read about other processes that PLCs can engage in, and, by halfway through the year, decide how they want to work.</p> <p>Most implement lesson study (because they had the experience) but some also look at student work or assignments using protocols.</p>	<p>because they are mixed grades and subject areas but, in fact, they realize that (as one put it) “teaching is teaching.”</p> <p>They organize themselves into “adjacent” lesson study groups: primary grades, social studies at any grade level, reading in secondary school, etc. They have some connections, obviously, but they also have a rich diversity.</p> <p>They also make plans to link with two other nearby small schools. They want to have a lesson study day with their peers in these other two schools and find that an end-of-year day for professional development would work just fine.</p>
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A Rubric for Evaluating Lesson Study

Lois Brown Easton Part One: Refinement of the Lesson

Characteristic	Beginning	Improving	Advanced	Accomplished
<u>Collaboration:</u>	Participants either do not	Most participants	Most participants	Participants contribute

Characteristic	Beginning	Improving	Advanced	Accomplished
<ul style="list-style-type: none"> •Pausing •Paraphrasing •Probing for specificity •Putting ideas on the table •Paying attention to self and others •Presuming positive intentions •Practicing a balance of inquiry & advocacy <p>From Garmston & Wellman, <i>Adaptive Schools</i>, 1997</p>	<p>engage in refinement of the lesson or do so with one or two other people, not engaging with the entire group.</p> <p>Side conversations are common – some off topic.</p> <p>Participants may advocate for their own ideas, rather than building on others' ideas.</p> <p>It may seem that participants are in competition with each other for the best idea.</p> <p>They may harshly criticize someone else's idea or make fun of it.</p> <p>The atmosphere is somewhat tense and restrained.</p>	<p>contribute their own ideas or respond to others' ideas.</p> <p>Some may engage in side conversations about the lesson.</p> <p>Most participants begin to listen to each other, pausing and asking questions.</p> <p>Some participants advocate for their ideas and regard others' ideas as competition.</p> <p>Some participants inquire about others' ideas, trying to build upon them.</p> <p>The atmosphere is convivial.</p>	<p>contribute their own ideas and/or build on what others say.</p> <p>There are no side conversations on or off the topic.</p> <p>Some participants paraphrase what someone else has said before building on it.</p> <p>Participants ask others to comment on ideas.</p> <p>Participants share their ideas with a sense of tentativeness, rather than advocacy.</p> <p>The atmosphere is collegial.</p>	<p>their own ideas as suggestions.</p> <p>They may share their thinking (or assumptions).</p> <p>They ask each other to provide details or examples. or they "try out" details or examples to see if they fit.</p> <p>They paraphrase, checking to be sure they (and the group) understand the idea.</p> <p>Participants comment on how the dialogue is going; they are metacognitive about it ("I think we're doing well getting ideas out on the table" or "I'm not sure we've addressed all the angles.").</p> <p>The "final" ideas are often a result of many contributions to an initial idea.</p> <p>A positive "we're all in this together" atmosphere signals collaboration.</p>
<p><u>A Better Lesson</u></p>	<p>If a given lesson, it is not much better than it was.</p>	<p>If a given lesson, it is improved, but only in surface ways.</p>	<p>The given lesson is improved, but participants don't get into the deep</p>	<p>The lesson is vastly improved because participants have gone</p>

Characteristic	Beginning	Improving	Advanced	Accomplished
	If a newly “created” lesson, it is probably one that one of the team has taught, and the others agree to use that lesson, without much analysis.	If a newly “created” lesson, it is standard and sufficient but not particularly effective in terms of engaging students and helping them learn.	structural aspects of the lesson. The “created” lesson includes some effective teaching strategies or moves, such as building background knowledge and checking for understanding.	deeply into the logic and design of the lesson. The “created” lesson works because it is based on knowledge of students and how they learn and includes all aspects of an effective lesson.

Part Two: Teaching the Lesson and Collecting Data

Characteristic	Beginning	Improving	Advanced	Accomplished
<u>Teacher Role</u>	The teacher improvises, perhaps teaching a lesson she/he has already taught, but not necessarily adhering to the “planned” lesson. The lesson does not really work or, if it does, it works because of the idiosyncrasies of the teacher.	The teacher basically adheres to the planned lesson. The teacher’s style is, however, evident and noticeable, sometimes distracting from the lesson.	The teacher adheres to the planned lesson, but is attentive to the needs of students and adjusts the lesson but in a way that may distract from the lesson. Style does not interfere with the lesson.	Aspects of style that are important to student success, such as asking follow-up questions, are built-in to the lesson, so that any teacher could teach the lesson well. The teacher is attentive to the needs of students and adjusts the lesson accordingly, but style does not distract from the lesson design.
<u>Data Collection Roles</u>	The data collectors may be intrusive. They may be focused more on what the teacher is doing rather than what the students are doing. They may be focused on	Data collectors are not particularly intrusive, but they may be focused more on what the teacher is doing and lesson on what the students are doing. They may be collecting data that are related to generic	Data collectors are focused on specific aspects of the lesson, especially the decisions the lesson study team made to create or improve the lesson. They collect data on instructional moves,	Data collectors collect relevant data about generic strategies used in great lessons, specific strategies used to meet the goals of this lesson, and “moves” that the lesson includes, such as those related to curriculum, instruction, and

Characteristic	Beginning	Improving	Advanced	Accomplished
	<p>collecting data that is not particularly relevant to the lesson.</p> <p>They may be unsure what constitutes evidence related to data they are to collect.</p>	<p>concerns, rather than specific decisions (curricular, instructional, assessment) made by the lesson study team.</p> <p>They may still not be clear about what constitutes evidence related to the data they are to collect.</p> <p>Data collectors look for the effects on student learning or behavior as a result of teacher changes in the lesson.</p>	<p>curriculum decisions, and formative and summative assessment strategies.</p> <p>They are clear about what they are looking for: evidence/behavior that indicates that students are/are not learning.</p>	<p>assessment.</p> <p>They have analyzed the behaviors and signs of learning that indicate whether or not a lesson is working and are collecting exactly the right data for the lesson.</p> <p>Data collectors are alert to changes in the lesson that signal that different data might be collected. They adjust data collection accordingly.</p>
General	Students are not engaged in the lesson and/or not showing evidence of learning.	Students may be engaged in the lesson, but they do not show evidence of learning.	Students are engaged in the lesson and show evidence of learning parts of the lesson.	Students are engaged and learning. They may show evidence of extending their learning or working in a more self-directed manner or collaboratively than they might have if the lesson had not been refined.

Part Three: Colloquium

Characteristic	Beginning	Improving	Advanced	Accomplished
<u>Teacher Presentation</u>	<p>The teacher begins the colloquium and is not interrupted by others while reporting.</p> <p>The teacher describes what</p>	The teacher describes the lesson with some reference to what “we” (meaning the lesson study group) decided as well as what he/she did.	<p>The teacher refers regularly to the lesson “we” (referring to the lesson design team) designed.</p> <p>The teacher reflects on the</p>	The teacher reflects on what could be done to further improve the lesson.

	<p>he/she did in the lesson, using the word "I."</p> <p>The teacher does not reflect on the results of what he/she did, according to what the lesson required.</p> <p>The teacher may reflect on changes that he/she made in the lesson, according to student needs, but the lesson itself may have been so idiosyncratic to the teacher that modifications are not self-evident.</p>	<p>The teacher begins to reflect on the results of the lesson design.</p> <p>The teacher reflects on changes that he/she made in the lesson decided upon by the lesson study team, explaining what he/she did, but not always presenting the incentive nor the results of changing the lesson.</p>	<p>results of the lesson design.</p> <p>The teacher describes changes he/she made in the lesson and why, as well as results of the changes on student learning.</p>	
<u>Data Collectors' Presentations</u>	The data collectors report on the data they collected, one at a time, without being interrupted.	The data collectors suggest the meaning or importance of the data they collected.	The data collectors connect their data to the teacher's report on the lesson as well as to data collected by other data collectors.	The data collectors suggest what the lesson team might learn from the data they collected.
<u>Learning & Application</u>	The lesson study group does not summarize their learning as a result of the lesson study cycle.	The lesson study group works together to summarize key learning the team did as a result of the lesson study cycle.	The lesson study group speculates about how the lesson currently under study might be further improved and makes a decision about whether or not to improve that lesson or move on.	The lesson study group keeps a journal of learning related to the lessons they study; they also keep a portfolio of artifacts related to lesson study and periodically examine it to note progress.