



**DEVELOPMENTAL  
STUDIES CENTER**

Educating Minds and Hearts™

# Lesson Study Overview

Nonprofit. Research Based. Mission Driven. Since 1980.

# The DSC Mission



To help children  
develop  
to their full potential  
academically,  
ethically,  
socially,  
and emotionally

# Overview Goals

- Become familiar with the purposes of Lesson Study
- Learn about the Lesson Study Cycle
- Understand Florida's approach to implementing Lesson Study
- Become familiar with the Lesson Study Facilitator's Kit

# Group Line Up

Think about where you were born.

Form a line in order of birthplace beginning with the person born closest to our current location.

End the line with the person born furthest from our current location.

# Line Up Questions

- What brings you here today? Why are you interested in Lesson Study?
- Think of a powerful professional development experience that impacted your work. What about the staff development made it so powerful and successful?

# Powerful Professional Development

- practice with each other
- Take and use in the classroom
- Up to date information
- Enthusiastic presenter
- Can use in more than one area
- AVID – move students along quickly
- Teachers and students working together
- Principal and teacher testimony
- Good materials and methods
- Diversity of educators
- Follow-up
- Collaboration with other teachers

# What is Lesson Study?

*Lesson study is really as much of a culture as it is a professional development practice.*

Tad Watanabe, Kennesaw State University

# Where are you with lesson study?

1. Just heard of the innovation
2. Beginning to gather information
3. Know enough to try it out
4. Fully implemented and working on making it better
5. Ready to work on helping others so that it becomes culturally embedded in our practice

# What Is Lesson Study?

Lesson study is:

- A model of ongoing professional development
- A team of teachers collectively planning, teaching, observing, and analyzing lessons
- A cycle of learning in which new insights are integrated into subsequent lesson planning
- The work of a professional learning community that puts student learning at its center

# Professional Learning Communities

*Improvement, above all else entails **learning to do the right thing in the setting where you work.***

*The problem is that there is almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the settings in which they actually work, **observing and being observed by their colleagues in their own classrooms and classrooms of other teachers in other schools confronting similar problems.***

Richard Elmore (2004)

## Getting started

- Create the team
- Set group norms
- Agree on outcomes



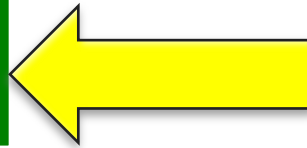
## 1. Lesson Planning

- Plan the lesson together
- Select the teacher classroom
- Identify data to collect



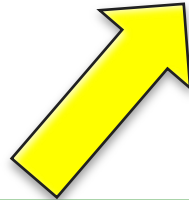
## 2. The Research Lesson

- Teach the research lesson.
- Observe the lesson.
- Collect student data.



## 3. Data Analysis & Debrief

- Compile and analyze data.
- Discuss implications
- Reflect on learning.



# Prepare to watch lesson study video:

- As you watch, pay attention to information that intrigues you and information that you wonder about.
- What supports do you think were in place for the research team in the video?

# Video Discussion Questions

- What did you notice about the teachers' thinking and actions?
  
- What did you see that you wonder about?

# Lesson Study is...

...a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors.

*Research for Better Schools*

# Why do Lesson Study?

Lesson Study helps us:

- Design better lessons that get students engaged in thinking
- Deepen our content knowledge
- Examine the cause and effect relationship between teaching and learning
- Discern more and less effective teaching strategies
- Become more astute observers of students
- Build supportive collegial relationships and enrich our professional lives

# Teacher Researchers Ask Themselves

When things go well, we ask ourselves:

*What in my teaching made that happen?*

When things don't go well, we ask ourselves the same question.

# Research on Teacher Development:

- Professional development should be intensive, ongoing, and connected to practice.
- Professional development should focus on student learning and address the teaching of specific curriculum content.
- Professional development should align with school improvement priorities and goals.
- Professional development should build strong working relationships.

Bullets Taken from the NSDC publication: *Professional Learning in The Learning Profession: A Status Report on Teacher Development in the United States and Abroad* (Hammond, Chung Wei, Andree, Richardson, Orphanos 2009)

# Think about it...

- How is lesson study similar to or different from other professional development?
- How does Lesson Study fit with other state initiatives such as:
  - Florida's Continuous Improvement Model (FCIM)
  - Professional Learning Communities (PLCs)
  - Problem-Solving and Response to Intervention (PS/RtI)
  - Common Core Standards
  - Formative Assessment

# Within a school's multi-tiered system...

....of student supports the lesson study cycle involve a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting the observation data based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned.

Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning.

*If a child can't learn the way we teach,  
maybe we should teach the way they  
learn.*

~ Ignacio Estrada

# Lesson Study Support Kit

A two-year course of learning,

- led by a facilitator
- designed to prepare teams of teachers to implement ongoing lesson study as a regular part of their professional and school lives.

The kit provides materials for the facilitator and for each of the teachers, (teacher researchers) participating in lesson study.

# Lesson Study Support Kit for Facilitators

- **QuickStart Guide for facilitators**
- **Facilitator's Kit, Grades K–12**
  - *Facilitator's Manual, Grades K–12*
  - *Lesson Study Overview DVD*
  - *The DSC Way DVD*
  - Order form for teacher's kits
  - Five data collection instrument pads
  - Facilitator's Kit Reproducible Materials CD-ROM
  - *The Lesson Planning Handbook*
- **Teachers' Kits, Grades K–2, 3-5, 6-8, 9-12**

# Goals and Design of Lesson Study Support Kit

- Learn the process and purposes of Lesson Study
- Build understanding of how students become engaged, learn, and develop
- Cultivate skills and methods for collecting analyzing, and applying student data
- Cultivate discernment about more and less effective instructional strategies
- Spread lesson study participation in the school by sharing experiences
- Build a professional learning community that puts student learning at the center

# Goals of the Two-Year Plan

At the end of the two years, lesson study teams have acquired the knowledge, skills, and experience to continue lesson study on their own, without an outside facilitator.

# Two-Year Guided Implementation Plan

The Year 1 activities are:

- Staff Meeting: Introducing Lesson Study
- Team Meeting: Preparing for Lesson Study
- Lesson Study Cycle 1 (fall)
- Lesson Study Cycle 2 (winter)
- Team Meeting: Determining a Team Research Focus
- Lesson Study Cycle 3 (spring)

# Two-Year Guided Implementation Plan

The Year 2 activities are:

- Staff Meeting: Growing Lesson Study in Our School
- Team Meeting: Revisiting the Team Research Focus
- Lesson Study Cycle 4 (fall)
- Lesson Study Cycle 5 (winter)
- Lesson Study Cycle 6 (spring)
- Staff Meeting: Sharing and Reflecting About Lesson Study

# First and Second Cohorts

- In Year 1, the first group, or cohort, of three or four lesson study teams begins the two-year implementation plan, working with the facilitator.
- In Year 2, a second cohort of teams observes a lesson study cycle by the first cohort. In Year 3, the first cohort moves into lesson study cycles on their own and the second cohort begins the two-year implementation plan with the facilitator.
- New cohorts are added each year, as needed, until the whole school has experienced the two-year guided implementation and is successfully doing lesson study on their own.

# Think About It...

- *How might lesson study be relevant to your work?*

# Lesson Study Research

Foster, D., and Poppers, A. (2009). "Using Formative Assessment to Drive Learning." The Silicon Valley Mathematics Initiative: A Twelve-Year Research and Development Project. Palo Alto, CA: The Noyce Foundation.

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Perry, R. and Lewis, C. (2010). "Building Demand for Research Through Lesson Study." In M.K. Stein and C. Coburn (Eds.) *Research and Practice in Education: Building Alliances, Bridging the Divide*. Lanham, MD: Rowman and Littlefield.

Saunders, W.M.; Goldenberg, C.N.; and Gallimore, R. (2009). "Increasing Achievement by Focusing Grade Level Teams on Improving Classroom Learning: A Prospective, Qualitative Study of Title I Schools." *American Educational Research Journal* 4 (46): 1006-1033.

Waterman, S. (2011). *Silicon Valley Mathematics Initiative: A Study of Lesson Study's Impact on Student Achievement*. Retrieved February 14, 2011 from [www.sumimac.org/lessonstudy.html](http://www.sumimac.org/lessonstudy.html)

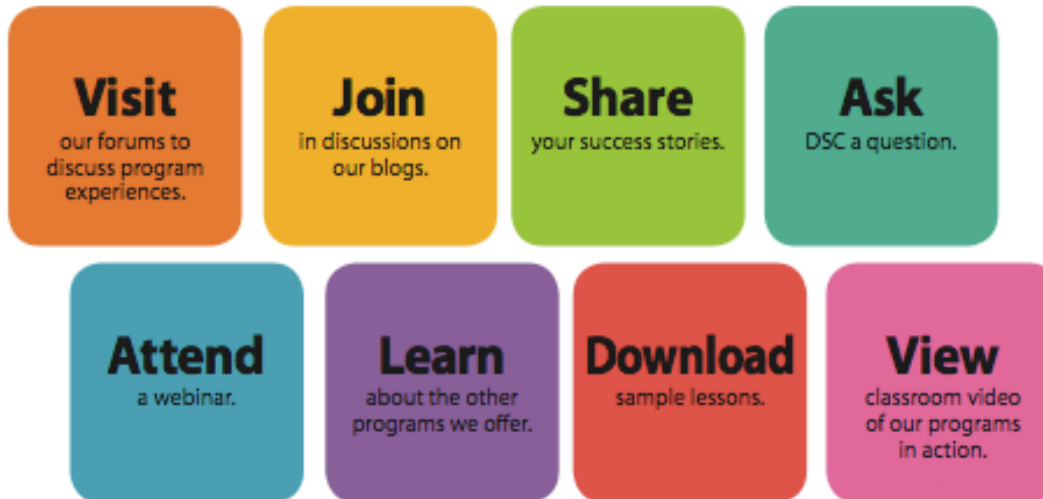
# What are your questions?

*Contact us:*

***John Lockwood***, Florida and the Islands  
Comprehensive Center (FLICC) at ETS,  
[jlockwood@ets.org](mailto:jlockwood@ets.org)

***Tabatha Scharlach***, Developmental Studies  
Center, [tabatha\\_scharlach@devstu.org](mailto:tabatha_scharlach@devstu.org)

# Welcome to the DSC Community



Get more help, ask questions, and discuss implementation at:

[devstu.org/forum](http://devstu.org/forum)

[devstu.org/peter-brunns-blog](http://devstu.org/peter-brunns-blog)

[devstu.org/the-dsc-way-blog](http://devstu.org/the-dsc-way-blog)

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We want to hear from you! Visit us at [www.thedscway.org](http://www.thedscway.org).