

Teachers Learn By Doing

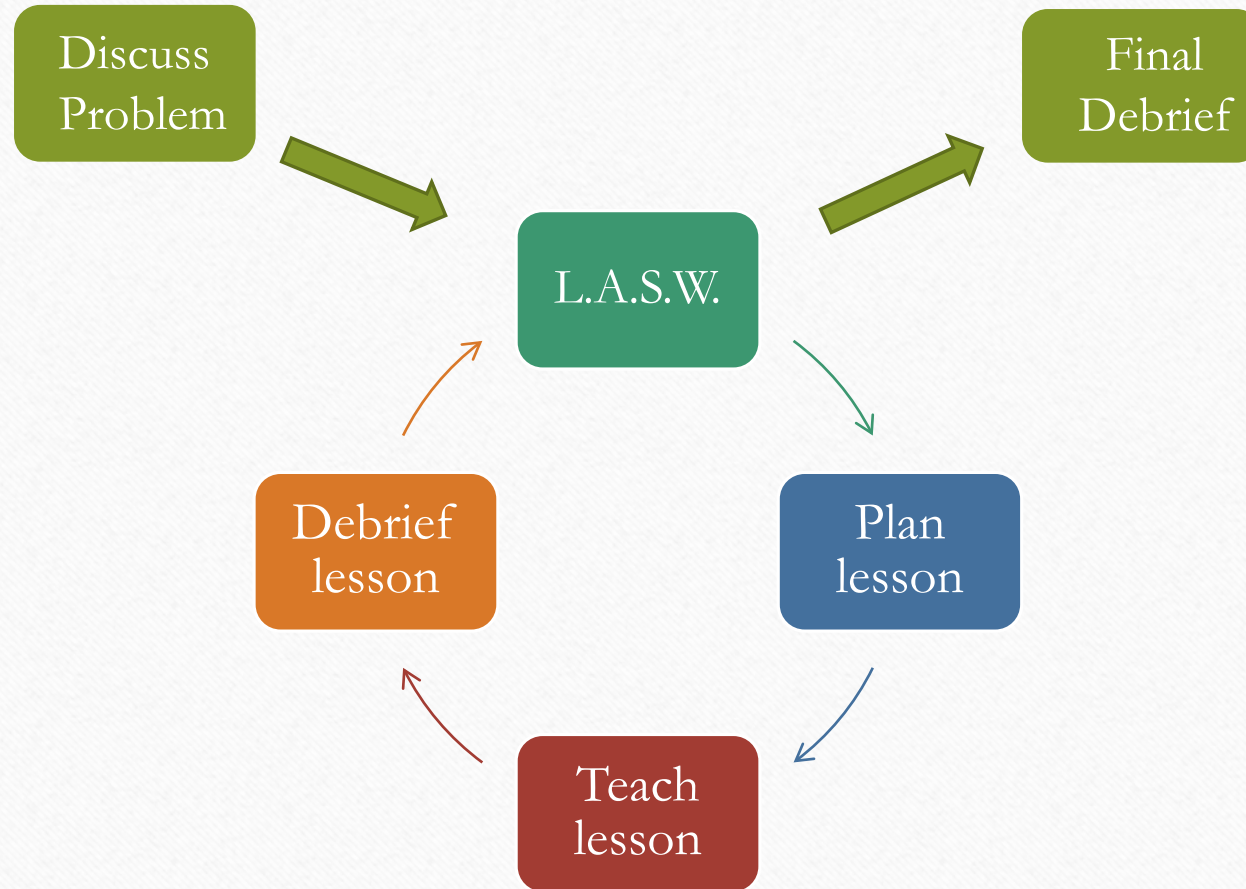
Lesson Study as Professional Development

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Lesson study is...

...powerful professional development in which teachers form inquiry groups to discuss problems of practice, then co-create and teach a series of lessons.

Lesson Study Cycle



Teacher Feedback

- *I like going into classrooms to observe the lesson with real students in a real classroom setting*
- **I enjoyed planning together and having time to really delve into the specifics of one topic with my team.**
- I always enjoy observing another teacher in the lesson study format. This allows me take notes about ways to improve in my mini-lessons. I also enjoy hearing how others think through the planning process.



Let's try it!

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- Is there something you wish students did better or differently in their writing?

Let's Try it!

- Is there something you wish students did better or differently in their writing?
- What misconceptions do the students have?
- How can we respond instructionally?
- What do we want students to be able to do by the end of the lesson?

Debrief

- What was your conversation like?
- What value do you see in having these types of conversations with your colleagues?
- Do you foresee any pitfalls?

Structure of Study













- 3 Year study
- 4 coaches
- Monthly Coaching Conversations
- Videotape interaction with teachers
- Research question: Within lesson study, how did the facilitator occupy and shift between specific roles in order to support progressive discourse?

Bereiter's (1994) Concept of Progressive Discourse

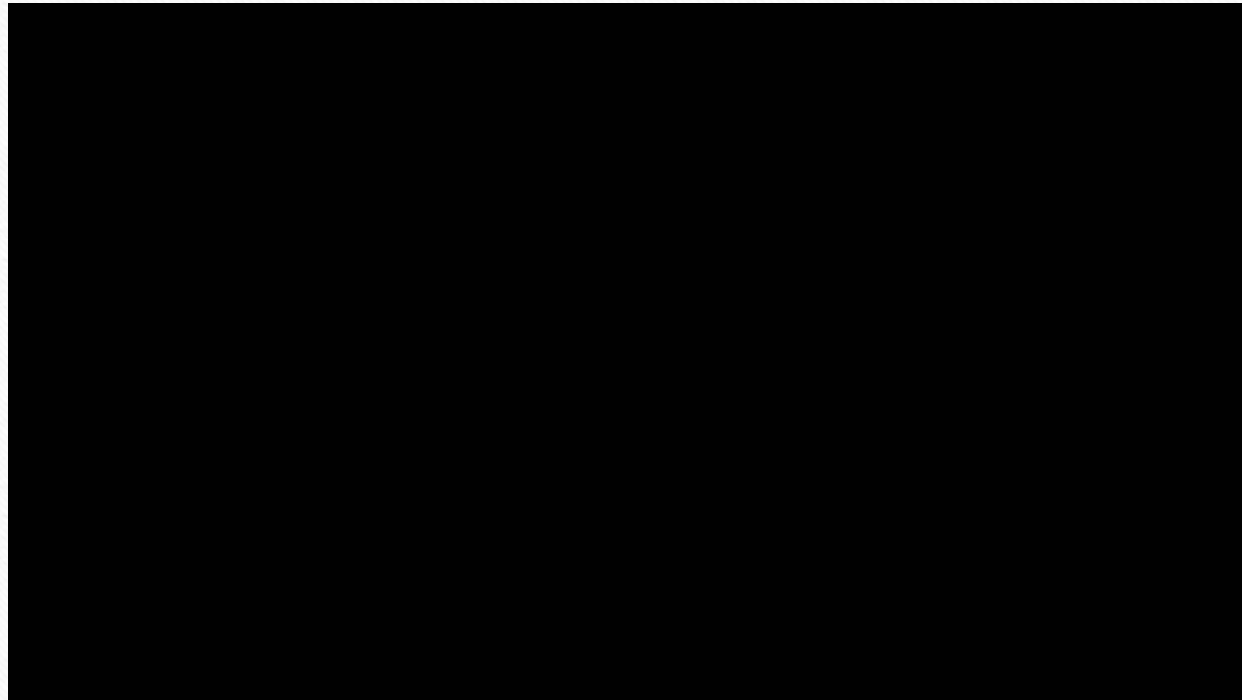
- **Mutual understanding commitment**
 - A commitment to work toward common understanding satisfactory to all
- **Empirical testability commitment**
 - A commitment to frame questions and propositions in ways that allow evidence to be brought to bear on them
- **Expansion commitment**
 - A commitment to expand the body of collectively valid propositions
- **Openness commitment**
 - A commitment to allow any belief to be subjected to criticism if it will advance the discourse

Facilitator Roles:

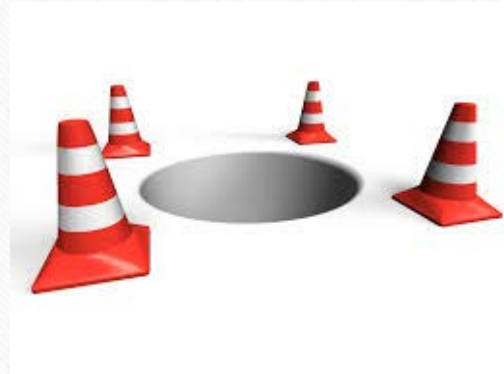
- Three roles of facilitator:
 - Instructor
 - Questioner
 - Participant

	<i>Brainstorming</i>	<i>Lesson planning</i>	<i>Lesson Debrief</i>	<i>Overall Debrief</i>
I				
Q				
P				

Lesson Study in Action



However, there are potential
pitfalls...



The Politeness Problem

- Why?
 - Lack of commitments to openness, mutual understanding
 - Chosen teacher changed the lesson or didn't follow the lesson plan
- Results:
 - Insincere/incomplete debrief afterwards
 - Reluctance to talk about how to improve/change the lesson
- Prevent this by:
 - Clearly explaining goals of lesson study on the front end
 - Focusing on *student* work and desired *student* results
 - Giving everyone copies of the lesson and continually referring to it as OUR lesson

Shallow Understanding

- Why?
 - Lack of commitment to expansion of new ideas
 - Facilitator did not guide conversations back to student learning
- Results:
 - Shallow lesson debriefs that tend to revolve around “right/wrong” ways of doing things
 - Low impact on future student learning
- Prevent this by:
 - Asking questions that move participants to reflect on student learning
 - Probe teachers to reflect on their beliefs about student learning, connect these to teaching moves during the lesson
 - Provide professional learning as needed.

The “So What?” Result

- Why?
 - Lack of commitment to empirical testability and expansion of new ideas
 - Facilitator took a passive role
 - Lesson focused too much on procedures, not enough on instruction or student learning
- Results:
 - Confusion/frustration/conflict
 - Shallow lesson debriefs - Less impact on future student learning
- Prevent this by:
 - Make sure the lesson’s goal is broad and transferrable beyond this particular lesson.
 - Facilitator asks questions that focus the group on student learning and lesson goal

Transcript Analysis



<i>Stage</i>	<i>Questions to Ask</i>
Brainstorming stage	<p>What are students struggling to learn?</p> <p>What misconceptions do the students have?</p> <p>Why are some students experiencing success while others are not?</p>
Planning stage	<p>What is our goal for this lesson?</p> <p>What do we want students to be able to do by the end of the lesson?</p> <p>What problems might we anticipate? How can we avoid these?</p> <p>What questions can we plan ahead of time to support students?</p>
Lesson debrief stage	<p>How is our lesson reflected in the students' work?</p> <p>Why do we think student X chose to _____?</p> <p>Do we see any patterns?</p> <p>What learning did we observe? What instructional moves may have impacted this?</p>
Overall debrief	<p>What have we learned about teaching and learning that applies beyond this particular lesson series?</p> <p>Did anything about this lesson challenge your beliefs about how students learn? Confirm those beliefs?</p> <p>Reflect for a moment on the big take-aways from this experience. What will you carry with you when you leave?</p>

Final Thoughts

- Lesson study is a powerful, inquiry-based form of Professional Development.
- Its success is dependent on the ability of members to participate in progressive discourse.
- The facilitator's role is incredibly important, and flows between the three roles of instructor, questioner, and participant.

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References

- Bereiter, C. (1994). Implications of postmodernism for science or science as progressive discourse. *Educational Psychologist*, 29(1), 3-12.