THE JAPANESE LESSON STUDY MODEL

“Lesson study takes us beyond examining student work to examining students working”
-Patsy Wang-Iverson

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THE STATE OF THE UNION...

Data Collection
www.pollseverywhere.com
WHY?

- Teachers were seeking more...
- Vertical team time
- Common Core, Classroom-based PD
- Opportunities to use “out of the box” lesson ideas
MEDIA RESOURCES

- CBS Lesson Study Segment
- What is Lesson Study?
LESSON STUDY IS A PROFESSIONAL DEVELOPMENT

- Focuses on examining instruction
- Builds teacher knowledge and confidence
- Supports Professional Learning Teams and collaboration
- Respects teachers as professionals within their field
- Explores real-world situations that educators face
- Serves as the primary source of PD for Japanese teachers
How can we evolve into 21st Century math instructors?

How can we align our lessons with the Common Core Mathematical Practices?
What am I covering today?
What am I covering today?

Before

After

What do I want my students to learn?
## Key Differences

<table>
<thead>
<tr>
<th>Typical PD Model</th>
<th>Lesson Study</th>
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<tbody>
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<td>• Individual or one-on-one coaching</td>
<td>• Collaborative planning</td>
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<td>• Focus is on the curriculum or lesson as a finished product</td>
<td>• Goals center around the process of learning instead of the product</td>
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<td>• Research occurs before teaching and informs practice</td>
<td>• Teachers adopt the roles of researchers and the research <em>is</em> their practice</td>
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Teachers’ Activities to Improve Instruction

- Find or write curriculum. Try to align it with standards (local, state, national). Develop local frameworks and articulation across grades.
- Plan lessons individually
- Plan lessons collaboratively
- Watch and discuss each other’s classroom lessons

U.S.

JAPAN

PLANNING

- Focus on a topic that is challenging to teach and hard for students to understand.

- Classroom Teacher and Math Coach (or teacher leader) meet and discuss prior to team planning.

- **During Planning**
  - Focus on 2 of the Math Practices
  - Plan the lesson/Nail down details
  - Try out the task and discuss the main concepts/misconceptions that students may have
  - Anticipate the unexpected

- **Maximum time: 60 minutes**
MATH LAB

- Identify Focus Questions and Research Area
- Spend time with a variety of grade levels
- Math Coach teaches the lesson
- Teachers observe students and take note of the interactions that are occurring throughout the lesson
DEBRIEF

- Allow presentation teacher time for open reflection without interruption
- Establish a safe, comfortable environment
- Every teacher should have completed a lesson reflection
- Group discussion with statements such as...
  - I like... Did you consider... Would you try...
- Focus on Student Learning
- Discussion of progression from lab to individual
What surprised you during the lesson?

I was surprised how well the middle group answered higher order thinking questions.
How many students canistinguish between the two sets of numbers?
- History teacher
- Middle and high school
- Student representation of the class.

Was this activity successful... why or why not?

I thought the activity was successful. The students were engaged and able to answer the questions.

What surprised you during the lesson?
Did this activity help you learn more about student misconceptions/ conceptual thinking?

Bowling allowed for a more concrete representation/visualization of fractions other than strips & circles.

Differences in vocabulary representation during vocab checkdown.

If you did this in your classroom, how would you change it?

I really liked the idea of having students explain their answers aloud. This could help them understand their own misconceptions and learn from each other. I also think it's important to have a positive and supportive classroom environment where students feel comfortable sharing their thoughts.
THE DETAILS- LESSON SCHEDULE

- Tuesday afternoon: 3:00-4:00
  - Lesson Planning/Collaboration
  - Send your students to another class for coverage if needed during dismissal

- Thursday during school: 9:00-10:00
  - Math Lab (Observe and collect lesson data)
  - Teacher Assistants/Instructional Coaches/Specialists will provide coverage

- Thursday Afternoon: 3:00-3:50
  - Lesson Debrief
  - Send your students to another class for coverage if needed during dismissal
LOGISTICS

- First year - Voluntary
- Sign up via Google Document
  - RSVP was a commitment to an entire round (3)
  - Dates were set up front
- Respectful of time
- Use of Teacher Assistants/Thank you notes
- Professional Resources
“I have planned units with other teachers but never in such detail or with such extreme collaboration...Every voice was heard, every idea dissected for its viability within the lesson. And through it all I was left with the knowledge that not only was I improving one lesson (a lesson I would never teach in fact) but every lesson I will teach in the future.”

Teacher Participant
MAY 2013-2014 BE YOUR BEST SCHOOL YEAR YET!

- The Heart of a Teacher
- Questions?
- Thank you for your participation!