Facilitator:
Orient the team to the document: Lesson Study Reflections.
- Explain columns. Give them a minute to complete KQT chart.
Facilitator:
Meet and Greet – share our roles, who we are, why we are there – Get to know them as well!
### Session Objectives

- **Participants will:**
  - Develop common understanding of Lesson Study
  - Develop teaming structure for Lesson Study
    - Vision, mission, norms, roles, norms, procedures
  - Schedule PD and team meetings (calendar)
  - Select research theme, topic, content area
  - Identify content area standard(s)
  - Prepare for Step 2

---

**Facilitator:**

Share the information on the slide that demonstrates the flow for the step 1.
Facilitator:
Share the information, which are what we will accomplish for this section.

Advance Organizer

• Lesson Study
  – Background, Definition
• Develop Team Infrastructure
  – Roles, Norms, Procedures, Vision, Mission
• Determine Focus Area
  – Investigate and Select Research Theme
  – Select Content, Topic
  – Identify Standards
• Identify Next Steps
Facilitator:
Orient the participants to the notebook, documents, PowerPoint, Agenda for the session, etc.
Facilitator:
Expand on the norms, describing the behaviors for the way we want to work together today. Ask folks if there are any norms they usually use that are not included and share we can add and acknowledge. (This is for Modeling effective practice as well … effective teaming is guided by agreed-upon behaviors and this team will also be generating their own LS norms later on in this session).
Facilitator:
Take a moment, and think about a lesson that you taught or a someone else taught where you or the students encountered a powerful learning experience?
Provide opportunities: Share what was so memorable or engaging about the lesson.
Take 2 minutes, make sure everyone has a chance to share …
Key Question: How does your current lesson design and planning process provide the framework for the implementation of powerful learning experiences in all classes?
Why would this be important?
Facilitator:
If instruction doesn’t change, student achievement will not improve. The best way to improve instruction is to empower teachers to study their own instruction in a meaningful and strategic way. We must give teachers the tools to work together collaboratively, to set student achievement goals, and to plan and to carry out instruction that has the best chance of resulting in goal attainment. Lesson study is one such tool.
- Citation reformatted - from: James Stigler and James Heibert, The Teaching Gap. 1999, p. 135. (Make sure this is in the reference page).
Facilitator:
Orient the team to the document: Lesson Study Reflections.
- Orient team to the Misconceptions about Lesson Study document.
- Explain how they are going to read the article and complete the (K) What I know about Lesson Study?, (Q) What question I or my team still have about LS? and then (T) What are my thoughts about LS?
- Give time for reading and reflections.
- Share out questions – chart paper, white board, etc. (Formative feedback to facilitator)
- Add any additional questions or thoughts as we work together through the process today.
What is Lesson Study?

3:45 minutes
Facilitator:
Share this is a short video on the overview of Lesson Study.
Video link. https://www.youtube.com/watch?v=7YdugNFSfHo
Facilitator:
Refer team to this graphic, share the graphic design and that this is a complete cycle in Lesson Study. Review the steps and information in each area and then highlight step 1 for today - Unpack.
Lesson Study Defined

“LS typically involves a group of 3 - 7 teachers working collaboratively through cycles of:
✓ planning,
✓ teaching,
✓ observing,
✓ evaluating, and
✓ revising a lesson
in order to develop improved ways of supporting pupils’ learning.”

Xu and Pedder (2015)

Facilitator:
Make bridge between discussion so far and content of LS to follow.
Lesson Study Defined

“Lessons that are developed through LS process can be understood as working hypotheses, developed together by teachers in Lesson Study teams about how best to support pupils’ learning in relation to a specific problem or issue their pupils encounter in their learning”.

Xu and Pedder (2015)

Facilitator:
Make bridge between discussion so far and content of LS to follow. *** ‘specific problem – GAP in where student currently is in relation to mastery of the standard. (Problem Definition). EMHPASIZE the role of the ESE teacher; other disciplines.
Lesson Study Background

- Practiced in China and Japan since 1900-1950’s

- 1999 *The Teaching Gap: Best Ideas from the World’s Teachers for Improving Education in the Classroom*
  
  - Investigation of large achievement gaps in math (TIMMS) between US, Germany and Japan
  
  - Differences between Japan and US scores attributed to teaching practices- literally translated as: Lesson Study

- 2005 World Association of Lesson Study established
  
  - Members from 60 countries

Facilitator:
Please guide the team through the information on the slide to demonstrate where it began, the length of time it’s been in practice and exponential growth.
Make sure the content, not just pieces- particularly the piece on teaching gap that investigation was done to understand why other countries were doing so much better than US and when they looked at Japan they realized the “teaching process” was dramatically different in Japan due to lesson study.
Facilitator:
Classrooms are not ideal learning environment for all students due to:
- The large amount of content to cover
- The vast diversity among learners
- The teacher is outnumbered anywhere from 20:1 to 30:1

In the primary grades, teachers engage in at least 200-300 exchanges per hour
- most of them happen in the spur of the moment which results in formation of tacit knowledge that isn’t easily accessible to the teacher to use to shape future instruction and is difficult for them to share with others to benefit from it is preview of next slide where first bullet is that tacit knowledge becomes explicit shared knowledge in LS
- Many of these exchanges happen in the spur of the moment
Facilitator:
Review of 49 articles found benefits of LS to include:
- Teacher collaboration and development of PLC
- Development of professional knowledge, practice and professionalism
  - Gains in content and pedagogical knowledge
  - Gains in reflectiveness on practice
  - Changes in attitudes and beliefs about teaching
  - Gains in self-efficacy
- Explicit focus on student learning
  - Greater awareness of and insights into students and their learning needs
- Improved quality of teaching and learning
  - Improved student engagement
  - Gains in student knowledge
    - Teacher developed and standardized assessments
Facilitator:
As a final point in providing a context for our workshop today, our two projects have reached consensus on a definition of MTSS as well as 6 components that characterize the model. You should have handout that shows this image on the front and a characterization of the 6 components on the back. It’s important to note that we treat the top two components of Multiple tiers of instruction and intervention options as well as a common structured problem solving process as the core components of practice in school settings. The other 4 components represent the domains of activities expected to occur at the school and district levels and serve to facilitate the implementation of the tiered system and problem solving process. I’ll give you a moment to review the characteristics of each of these components.
Lesson Study in the Context of MTSS

- Instruction *designed* and *effectively delivered* in multiple tiers of intensity result in maximum student outcomes for ALL students
- Strengthens *content* and *pedagogical knowledge* to increase student achievement
- Improves *quality of instruction* of the tiered continuum of service
- Provides opportunity to engage in *problem solving cycle* for *continuous improvement*

Facilitator:
- Share the information from the slide.
- Second bullet – this is a great opportunity to add to your knowledge:
- What do YOU have questions about?
- What gaps do you feel that your college degree/prep courses/professional development/experience has left you with right now?
- What are YOU wondering about?
- Did you received a lot of preparation with content, but are still wondering about how to effectively reach students who are more difficult to reach?
- Do you have a lot of behavioral training but feel like you could learn effective pedagogy strategies?
- Are you in a new teaching situation now and need to fill some gaps? Lesson Study will provide these answers.
- Last bullet – you don’t have to have a problem to improve. This is for collaborative, collegial improvement for all staff and students, the entire community!
Facilitator:
Share the information from the slide that describes the Problem Solving process.
Facilitator:
Making connection between Problem Solving and Lesson Study Cycle
From GTIPS-R: The four arrows in the pyramid represent the continuous problem solving process:
1. Define - What students should know, understand, and be able to do.
2. Analyze - What barriers exist to students doing/knowing what is expected?
3. Implement - What are we going to do about it?
4. Evaluate - Measure and determine if it’s working. If not, how do we adjust?
Facilitator:
Time to stop and reflect, check in before heading to LS Step 1.
- Refer the team to the KQT sheet
- Direct them to jot down any new thoughts – ideas in the T (3rd) column and any additional questions
- Share out any questions, thoughts
  - Formatively assess that their learning about Lesson study and problem solving and connections to what they already do or need to do.
  - Team dynamics ... what are the dynamics so far of the team. Is everyone talking? Are there a few outspoken members? Ensure participation of all. Is this a newly formed team? Existing? Are all disciplines represented? (RE: ESE teacher? Coach?)
Step 1: Determine Area of Focus

Prior to determining focus area:
- Determine infrastructure necessary to support lesson study
- Establish team and schedule planning time
- Set norms and procedures

Suggest that participants form teams based on grade level taught or some other similar interests, as traditional lesson studies are usually centered around groups of professionals who share a similar curricular interest.

Orient Team to Lesson Study
shared understanding of lesson study
goals/protocols of effective lesson study (suggestion- short pre-read)
Develop Group Norms and procedures
Schedule Planning Time
Facilitator:
It is not about the person it is about the process.
7:23 min.
Facilitator:
This first video includes an overview and the critical steps of determining the team members, the theme and lesson study topic.
While watching, consider the following questions:
• What did you notice about the team’s expertise?
• Who are the members and why so diverse?
• What is the importance of the theme?
• How did the team determine their choice for a topic?
Facilitator:
The next step is to determine the components to increase the effectiveness of the team.
Collaboration and Teaming

- Allows you to:
  - Look at instructional practices from a **NEW** perspective
  - Critically examine previously held assumptions about student learning
  - Stimulate creativity
  - Supports “outside-the-box” thinking

- Establishes a foundation for collaboration to sustain **long-term change**

Facilitator:
Share the emphasis that you get a fresh perspective- look at practices in a new way- and that it helps us critically examine our previously held assumptions about student learning
Interpersonal Communication (Human Emphasis)

1. Collaborative Relationship
2. Active Involvement
3. Trust/Confidentiality
4. Non-Judgmental
5. Decision-Making Rules
6. Roles and Responsibilities

Facilitator:
Remember to establish and maintain:
- A collaborative process
- Active involvement among all participants
- A trusting climate
- Non-judgmental discussions, encouraging new and different ideas
- Group consensus
- Decision-making rules
- Roles and responsibilities
Facilitator:
Share the information on the slide to share the characteristics of effective teams, elicit additional thoughts from team members.
Facilitator:
The next step is for us to select roles and create the norms and procedures for our team.
Facilitator:
Walk the team through the Guiding Questions when Developing a Lesson Study Team, Norms and Procedures.
What rules or guidelines do we need to establish up front to support our functioning as an efficient and effective team?
How will our agendas be established and communicated?
Who will be responsible for recording the minutes?
When and how will those minutes be distributed back to members?
Who will be responsible for keeping the group on time?
When and how will time winding down be communicated?
What expectations are for team functioning?
What, if any, protocols/tools will be used to facilitate meetings, process feedback, or make decisions?
How will responsibilities be assigned and supported?
How will we inform our students about the Lesson Study cycle and possible instruction in their class?
When and in what format will we share the results of the Lesson Study process shared back to our PLC and administration?
### Forming Lesson Study Team

<table>
<thead>
<tr>
<th>Include</th>
<th>Team Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional Staff</td>
<td>• 1 third grade teacher</td>
</tr>
<tr>
<td>• Instructional Coaches</td>
<td>• 1 second grade teacher</td>
</tr>
<tr>
<td>• Intervention Specialists</td>
<td>• 1 fourth grade teacher</td>
</tr>
<tr>
<td>• Special Educators</td>
<td>• 1 ESE teacher</td>
</tr>
<tr>
<td>• Content and/or pedagogical expert</td>
<td>• 1 resources teacher</td>
</tr>
<tr>
<td>• Administrator</td>
<td>• 1 district language arts director</td>
</tr>
</tbody>
</table>

Facilitator:
When forming a team be sure to include representatives mentioned on the left. On the right is an example of a well rounded lesson study team. Ask the team to share their thoughts on why it’s necessary to include the team members mentioned here. Here are some guiding questions to assist the conversation:

**Multidisciplinary representation**
- Active administrator participation
- Content areas of ‘expertise’

**Diversity of skills and perspective**
- What skills do I bring to the team?
- What skills do other members bring to the team?
- What additional skill sets might be needed?
- Do we have the essential people on the team?
Roles and Responsibilities

Examples

1. Team Leader/Facilitator
2. Recorder/Note-Taker
3. Timekeeper
4. Other?

Each role should be covered, but one team member may be responsible for more than one role.

Facilitator:
Use this slide to BRIEFLY identify which roles are covered on the Team. Refer participants to the misc resource for a full description of the roles.
Point out the responsibilities being covered is more important than making sure a person has a specific title. For example, recorders may function well with timekeeping responsibilities, or someone else may be able to handle that responsibility on their own.
Coaches may also be team leaders, if they can do it without sacrificing their Coaching responsibilities (monitoring fidelity, team process).
If teams run into trouble with people having dual roles (this doesn't' t happen a lot), a common sticking point occurs when the administrator takes on the team leader role...sometimes, teams may “shutdown” from this, they’re less likely to contribute ideas or disagree with the team leader/administrator.
Lee, 2009. From Group to Team. J. of Staff Development, 30(5). 44-49

Now that they know the kinds of responsibilities that need to be covered, and now that they have a sense of the responsibilities they are comfortable with, it’s time to consider finalizing team membership. They may have all the folks they need at the training today, or they may need to recruit some additional people. When they do, they should remain focused on the skills the individual brings to the table, not just their grade level or specialty area. Please note that team membership will vary between elementary & secondary schools and that secondary teams tend to need to be larger but make sure the size is still manageable to accomplish tasks.
Define Team Member Roles

- **Team Lead/Facilitator** *
  - Starts the meeting
  - Reviews purpose
  - Facilitates, keeps the team focused on steps
- **Recorder**
  - Takes notes, records minutes, action steps
- **Timekeeper**
  - Monitors the time, keeps team aware of time limits by giving ‘warnings’ (i.e., 10 minutes left)

*Team Facilitator will be the direct contact between the LST and the PS/RtI Team

Facilitator:
Review the information on the slide to clearly define job roles.
Facilitator:
Assist the team in following the directions on the slide to complete the Team Roles portion on the Lesson Study Team template.

Your Turn: Determine Team Roles

- Think about the characteristics of professional growth or teamwork settings that have:
  - Encouraged your growth and participation
  - Discouraged your growth and participation
- Write down some ROLES you feel would be necessary for the team to function effectively
- Team Share; Establish Consensus
- Record on Lesson Study Form
Establishing Team Norms

1. Establish norms to build...
   a. Team discipline
   b. Trust
   c. Safe environment
2. Developed and agreed upon by all members
3. Helps teams remain focused and on task
4. Process to ensure adherence by all members
   a. How to monitor rule application
   b. Ways to recognize exemplary members
   c. Problem-solve ongoing areas of concern
5. Review and modify, as needed

Facilitator:
The next step is to establish team norms – the slide shares information regarding the purpose and process when establishing norms. Briefly share the information (the next slides add additional information) and additionally...

Doyle and Straus (1976) asked: What is the minimal number of standards a group must KNOW and FOLLOW for the group to be on-task, take the minimum time to its reach its objectives, and for the members to have high levels of satisfaction? They came up with 5 STANDARDS – or areas:

Minimal standards:
• Group members discuss only one topic
• Members use only one process at a time
• Participation in the meeting is balanced
• Conflict about ideas is encouraged, but affective conflict is eliminated
• Group members understand and agree on roles (facilitator, recorder, members, authority)
Possible Team Norms

• Respect and value other’s:
  • Time
    • Begin and end on-time
  • Ideas
    • Respectful communication
    • Respectful disagreements
    • Openness to feedback
    • Flexibility in thought/actions
    • Development of consensus

Hurd and Licciardo-Musso(2005)

Facilitator:
Share example of team norms- continue to the next slide.
Possible Team Norms Continued

• Maintain focus:
  • Stay on task
  • Discussion of one topic at a time
  • Stick to the process

• Engagement:
  • Participation from all group members
  • Take responsibility for the group’s success
  • Listen and ask questions

Hurd and Licciardo-Musso(2005)

Facilitator:
Share example of team norms continued from the previous slide.
Facilitator:
Share the information on the slide to guide the team in creating their team norms. Provide the team members with post it notes/note paper, etc. to allow time for them to first list individually and then assist them through the conversation of sharing information. A visual for Norm development is essential (e.g., chart paper, white board, etc.) to assist with building conversation.

Your Turn: Determine Team Norms

- Think about the characteristics of professional growth or teamwork settings that have:
  - Encouraged your growth and participation
  - Discouraged your growth and participation
- Write down some NORMS you feel would be necessary for the team to function effectively
- Team Share; Establish Consensus
- Record on Lesson Study Form
### Possible Team Procedures

- Development and adherence to an agenda for each meeting
- Designation and utilization of roles
- Decisions are made by consensus and if consensus can’t be reached the administrator makes the decision
- Consistent planning template/tools are utilized
- Specified methods for communication between members

Facilitator:

Share the information on the slide to provide information regarding the team’s procedures and the information below...

- Describe uses and reasons why agendas are used by effective teams (adult learning, andragogy, need to make connections to job, to work)
  - Adherence and use of roles (not just for documentation, but to focus the team to the work needed to be accomplished (we don’t have enough time, let’s use it and use this tool to help us stay focused).
  - Decision making – this one is critical for effective teams. Effective teams have several strategies and PLAN for how to make difficult decisions. Offer suggestions and strategies.
  - Templates and tools - make work efficient. Some suggestions are: agendas, minutes that flow with the agenda and PS process, LS process, unpacking process, etc.
  - Communication. HOW – before meetings, after meetings. WHAT – come prepared with what? Data? Who? Etc. Avoid wasted time in meetings waiting for people to get their stuff – if it is communicated before, then everyone will come prepared – again, respect our time because we have so little time.
Your Turn: Determine Team Procedures

- Think about the characteristics of professional growth or teamwork settings that have:
  - Encouraged your growth and participation
  - Discouraged your growth and participation

- Write down some PROCEDURES you feel would be necessary for the team to function effectively

- Team Share; Establish Consensus
- Record on Lesson Study Document

Facilitator:
Share the information on the slide to guide the team in determining their procedures. Provide the team members with post it notes/note paper, etc. to allow time for them to first list individually and then assist them through the conversation of sharing information. A visual for procedure development is essential (e.g., chart paper, white board, etc.) to assist with building conversation.
Facilitator:
Next we’ll be developing our Vision and Mission for our team.
Vision/Mission

• Vision (Future/Where)
  – Source of inspiration and motivation
  – Enhance buy-in and commitment
  – Outlines ‘where’ you want to be in the future

• Mission (Present/How)
  – Creates focus and provides direction
  – Helps support decision-making
  – Outlines ‘how’ to get where you want to be

Facilitator:
Share the information on the slide regarding the purpose of a vision and mission.
Bronson Elementary Lesson Study Team

Bronson Elementary School
• In a cooperative effort by school, community and home, we strive to provide a safe environment in which students are expected to master skills that help them reach their full potential in life.

Vision
• To create a better understanding of how to implement the lesson study cycle and build capacity from year to year.

Mission
• To help students become creative problem solvers through writing and critical thinking and therefore, help them reach their maximum potential in life.

Facilitator:
Share this example of Lesson Study’s team mission and vision – please note 1) the Bronson Elementary School’s mission 2) the Lesson Study team’s vision and 3) the Lesson Study team’s mission – notice the connection to the school’s mission.

Bronson Elementary School
In a cooperative effort by school, community and home, we strive to provide a safe environment in which students are expected to master skills that help them reach their full potential in life.
Developing Your Vision and Mission

**Guidelines**
1. Short, easy to understand, realistic
2. Aligned with district and school mission statements
3. All team members participate
4. Team gains consensus around a statement or visual that represents the total of all statements

**Prompts**
1. “Our vision for this team is...”
2. “The mission of this team is...”

Facilitator:
Share the guidelines and prompts for developing a vision and mission for your team provided on the slide.
Facilitator:
Share the information on the slide and the information below to assist the team with the development of vision/mission statements. Provide the team members with post it notes/note paper, etc. to allow time for them to first list individually and then assist them through the conversation of sharing information. A visual for vision/mission development is essential (e.g., chart paper, white board, etc.) to assist with building conversation.
This is a multi-step activity. They can write down both norms and procedures, but we would discuss separately. We should have them write on their planning template once finalized but first put on large sticky paper to hear all ideas narrow down/consolidate if needed.
Independently take a few moments to think about your ideas for the Lesson Study team vision and mission and write them down.
Share ideas with the team.
Come to consensus about the vision/mission and write on lesson study team document.
Facilitator:
- Have the participants bring out the LS Study Action Plan. All PREWORK for Step 1 is now complete!
- Ready to begin STEP 1: DETERMINE FOCUS AREA: Research Theme, topic, content area, academic standards.
Facilitator:
Next we’ll be determining the focus area.
Facilitator:
Refer the team back to the guiding questions handout. The second section provides
essential questions to utilize when developing team goals. The questions guide the
discussion as they work through this section. The next few slides with assist with
development.
Guiding Questions When Setting Team Goals
• What do we want students to know, understand and be able to?
• What is the current level of performance?
• What are the gaps between current level of performance and expectations?
• What are you most curious about as to how students learn and what impacts
  student learning most?
• What content areas are challenging for our students?
• What are commonly difficult standards
• What are commonly difficult topics for students?
• What are commonly difficult topics for teachers to teach?
• What do we want students to understand (and be able to do)?
• What do students currently understand about this topic?
• What barriers to student learning do we believe exist?
• What instructional strategies do we predict will alleviate or remove these barriers?
• What additional professional knowledge may help us plan instructional strategies
to address barriers?
• Are there other educators at our school or in our district who may be able to offer
technical assistance and support in this area?
Facilitator:
Share in order to Develop a Research Theme- the team needs to consider long term goal (overarching mission that directs lesson study activities)---(suggestion-consider school’s mission statement and demographic make-up)
Share: The team will select a content and topic area by considering ideas of their interest, area of common difficulty or a new curriculum. Also review the school’s current improvement goals and areas of focus.
Also share – the focus area is determined through their existing data, curricula and through Identifying relevant State Standards. The best way to begin is through teacher discussion.
Facilitator:
Let’s review our data...
### X Elementary

#### X Grade Reading

<table>
<thead>
<tr>
<th>% Level 3 and Above</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### X Grade Math

<table>
<thead>
<tr>
<th>% Level 3 and Above</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>X School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Facilitator:
Assist conversation with review of the reading and math data.
Developing Research Theme

- **Determine** the knowledge and skills you would like for students to have when they exit your school/grade-level
- **Determine** current level of performance (all students)
  - What *data is available to answer this question*?
- **What are the gaps you would most like to address?**
- What are you *most curious about* regarding:
  - how students learn?
  - what impacts student learning most?

Lewis & Hurd, 2011

Facilitator:
Allow team members to brainstorm ideas based on the considerations below.
Based on the big ideas from the data discussion and thoughts shared by the team so far, focus the thought on the questions on the slide:

- What are some overall skills do we want our students to exit this year with? The school? School in general? (Broad, skills with leverage that reach across many grades, content areas, levels, disciplines, etc.). What about groups of students? SWD? Hard to reach? At Risk? ELL?
- Consider the current performance if all students; groups of students
- Consider any gaps that you would like to address
- What are you most curious about related to how students learn? What impacts their learning the most?
Facilitator:
In order to develop a thoroughly effective research team we must consider Exploring how students learn, pedagogy.
After selecting a lesson to teach, consider:
• Identifying your students’ strengths, needs, and preferences
• Identifying high probability and high intensity barriers to student learning
Facilitator:
Share the information on the slide to provide the purpose of investigating how student learn.

*International Journal of Teaching and Learning in Higher Education* 2006, Volume 18, Number 3, 250-257  ISSN 1812-9129
http://www.isetl.org/ijtlhe/

*Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching*

William Cerbin and Bryan Kopp
University of Wisconsin – La Crosse

**Purpose of Investigating How Students Learn**

Provides insight into:
- How they make sense of the material
- What kinds of difficulties they have
- How they answer questions
- How their thinking changes during the lesson

*Cerbin & Kopp (2006)*
Methods for Investigating How Students Learn

• Discuss and review possible sources of information
  – Review research on learning and common misconceptions relative to topic
  – Collect and share information

• Review of existing assessment data
  – If topic is new, teach a “dirty” lesson to collect data
  – Percentage achieving learning goals

• Utilize learning inventories with a UDL focus

Facilitator:
Share the information on the slide – note: a “dirty” lesson is a lesson that is taught prior to implementing something new – the data is collected to determine if, after the developed lesson is taught, any changes occur. The information below shares additional information that might assist with the investigation of how student learn. The UDL Wheel - [http://udlwheel.mdonlinegrants.org/](http://udlwheel.mdonlinegrants.org/) - click on an arrow to the right or left and a list of options will come up
Learning Styles Choice Board - [http://www.loving2learn.com/Goals/Charts/LearningStyles.aspx](http://www.loving2learn.com/Goals/Charts/LearningStyles.aspx) - scroll down a bit to get to the choice board. This is for young learners but the characteristics on the choice board apply to a lot of ages.
Facilitator:

Share this second video provides information that describes how a Lesson Study team’s conversations supported their selection of a research theme, broad subject matter goals, unit goals and lesson goals. The benefits support the framework to test their hypothesis with a more focused, logical, coherent lesson that allow measurable goals focusing on student learning and methodology.

Possible reflection questions:

• How did the lesson study team select a “research lesson?”

• What available lessons and components of lessons would you recommend teachers use to select a “research lesson?”

• During the process of improving the “research lesson,” how did the lesson study team select instructional strategies to address barriers that might impede student learning?

• What available resources would you recommend teachers use to select instructional strategies?
Facilitator:
Refer team to the “Selecting Research Theme, Content and Topic Area” document – they will be using this document to develop a research theme. Provide the team members time to review the information on the document prior to moving on to the next slide.
Facilitator:
Review the information on the slide to share additional examples of research themes – take time to guide the conversation through the development and completion of developing a research theme, STEP 1, utilizing the document.

- How to use technology to increase academic engagement in mathematics
- How to incorporate UDL to...
- How to assist students in developing effective problem solving skills to support critical thinking across content areas
Selecting a Research Content Area

• Once the research theme has been determined select content area of focus
  – Examine current data
• Within the selected content area consider:
  – Commonly difficult topics for students
    • Current and historical data on achievement and engagement
  – Commonly disliked topics
  – Commonly difficult topics for teachers to teach
  – New curricula or expectations that teachers want to better understand

Lewis & Hurd, 2011

Facilitator:
Once Step 1 is completed – share the information on this slide then move on to the next slide that shares examples of this process.
Facilitator:
This slide shares an example of what a Lesson Study team considered when they determined their focus area (research theme), content area, and topic. Once determined, they focused on researching articles and held a book study to learn what the research had to share. Then they held a meeting to discuss their findings.
Facilitator:
The next step is to take time to guide the conversation through the development and completion of selecting the content area and topic to apply research theme, **STEP 2**, utilizing the document.
Let’s Stop and Reflect

- Write additional *Thoughts* and Big Ideas about LS

- What *Questions* do you have?

Facilitator:
- Share out any questions, thoughts
  - formatively assess team dynamics, understanding of the research topic, content area, topic of focus.
Facilitator:
- Have the participants bring out the LS Study Action Plan. Step 1 is now complete! Whew!
- Ready to organize for STEP 2.
Facilitator:
Share with the team the information on the slide that provides their next steps in the process.

- Before Adobe Check-in Session:
  - Conduct Background Research
  - Investigate Student Learning
  - Identify Standard(s) to unpack
  - Investigate and identify instruction and strategies

- Who will do what, by when?
- Organize to share above findings on Adobe
- Organize questions to ask on Adobe
Facilitator:
Either determine or remind the team of the Adobe connect session and the next face-to-face session schedule.