Lesson Study
Phase 2

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Where we started...

- Lesson Study
  - Background
  - Benefits
- Group norms, roles, procedures, vision
- Lesson Study Focus Area
  - Develop research theme
  - Select content and topic area
- Adobe Session Check-in
  - Research, student learning, standards

Facilitator:
Review the information on the slide as a reminder of the accomplishments so far.
Facilitator:
Share the information on the slide – as a result of our first session we’ve developed our research theme (state theme) and determined the content area, standards(s) and strategies (state information). In this session we will unpack the standards, ...(and so on).
Facilitator:
We are now at step 2 – plan and design lesson – review the information on the template.
Facilitator:
The first step is to discover what students must know, understand, and be able to do to achieve mastery through unpacking Florida Standards.
Learning Objectives for Unpacking

- Unpack standards to identify what students are expected to know, understand, and be able to do as a result of instruction

- Anticipate high probability and high intensity barriers to student engagement and mastery of standards

Facilitator:
Share information on the slide that describe the learning objectives for this section.
Facilitator:
Take a moment and allow the team members to read this quote and let them share thoughts.


“Unwrapped standards provide clarity as to what students must know and be able to do. When teachers take the time to analyze each standard and identify its essential concepts and skills, the result is more effective instructional planning, assessment and student learning.”
FL Standards
Meeting the Needs of ALL Students

The Standards set grade-specific expectations, but do not define the instructional/intervention methods or materials necessary to support students who are well below or well above grade-level expectations.

Facilitator:
Share – we know the standards set grade specific expectation – as we work through unpacking standards we will thoroughly consider the instructional/intervention methods or materials necessary to support students who are well below or well above grade-level expectations.
Facilitator:
The unpacking process allows teachers and administrators to determine what matters most (i.e., pacing, assessment, critical focus areas.)

Benefits for Unpacking Standards include:

- Greater clarity to all K-12 teachers and administrators
- Improved alignment
- Improved continuity for students between courses and between grades
- Increased opportunities for curriculum integration
- Provides educators with a baseline or starting point for lesson planning and differentiated instruction
- Provides clarity on which skills and concepts should be taught and assessed.

Video:
https://www.youtube.com/watch?v=cQ1pNrjNuao
Facilitator:
Provided here is the unpacking standards worksheet we will be utilizing as we work together to unpack our standard(s). Complete as time allows. Example(s) available on wiki.

<table>
<thead>
<tr>
<th>Step 1: Identify Standard</th>
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| Step 2: Record the skills students are expected to do (verbs and action phrases). |
| Step 3: Record the knowledge and concepts students are expected to know and understand (nouns and noun phrases). |

| Step 4: Record the prerequisite knowledge and skills implied by the standard (implied knowledge and skills). |
| Step 5: Record the instructional implications of the standard (instruction needed to ensure student mastery of the standard). |
Facilitator:
This is a completed unpacked standard – the next few slides will show each section provided here. Example as handout and available on the wiki.
Facilitator:
The standard is selected in step 1 - This is an example of a 6th grade ELA standard. Notice how much is involved and the depth of this standard. These are the expectations that the 6th grade students will master by the end of the school year. Again, these are the expectations (or the what). It is up to the teachers to determine the “how” of the instruction. There is freedom to determine how they will provide the instruction to the students.
Unpacking Standards – Step 2

Step 2: Circle the verbs (skills)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Facilitator:
In step 2 - Circle the verbs and verb phrases in the standard – these share the skills the learner is expected to do as a result of instruction – explicit skills-This important step allows us to anticipate barriers to engagement and learning that will need to be addressed through instruction and scaffolding.
Unpacking Standards – Step 3

Step 3: Underline the nouns and noun phrases (knowledge)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Facilitator:
Underline the nouns and noun phrases – these are what the learner is expected to know and understand as a result of instruction – explicit skills-again, This important step allows us to anticipate barriers to engagement and learning that will need to be addressed through instruction and scaffolding.
Facilitator:
In step 4 we will be identifying the pre-requisite knowledge and skills that are implied in the standard. You are going to be identifying what the students would already need to know, understand, and do to engage with the grade-level standard. These are the skills that are not stated, however students will have to demonstrate these skills in order to master the standard. These skills focus in the areas of social/emotional, 21st century and student engagement skills. (Facilitator – share the information from the slide).
### Unpacking Standards – Step 4

**Standard Example**

Determine pre-requisite skills implied (e.g., social/emotional/engagement/21st Century) within the standard:
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required materials, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Examples of Implied Skills from the Standard**

- Perspective taking
- Active listening skills (clarifying, summarizing, asking open ended questions, etc.)
- Appreciation of diversity
- Effective communication skills (clear and persuasive)
- Self-initiation and time management
- Collaboration and teaming
- Prioritizing, planning and managing
- Goal setting
- Conflict resolution skills
- Seeking and providing help
- Research and information literacy
- Action planning and progress monitoring

Facilitator:
Share the information on the slide -
The left box is an example of a standard that is continuous throughout the unpacking slides.
The italicized text is the instruction for Step 4.
The right box has examples of implied skills that can be elicited from the standard, based on the needs of the students.
This is not an exhaustive list.
Solicit additional skills from participants.
Facilitator:
Share the information on the slide – these are a list of statements of some of the instructional implications necessary for mastery of the standards. From here - The next steps of unpacking would be to:
• Determine Learning Goal
• Develop Essential Question(s)
Facilitator:
Provided here is the unpacking standards worksheet we will be utilizing as we work together to unpack our standard(s). Complete as time allows.
Facilitator:
- Share out any questions, thoughts.
  - formatively assess team dynamics, understanding of the research topic, content area, topic of focus.

Let’s Stop and Reflect

- Write additional Thoughts and Big Ideas about Unpacking Standards
- What Questions do you have?
Facilitator:
Now that we’ve completed unpacking our standard(s) the next step is to determine how to meet the needs of all of our students through Universal Design for Learning.
Learning Objectives for UDL

- Understand what is meant by “UDL” as well as the goal of implementation
- Understand how UDL fits within a multi-tiered system of supports (MTSS)
- Understand the application of UDL principles to the design and delivery of instruction in order to meet the needs of all learners

Facilitator:
Mention in this section we will cover these three essential ideas about UDL – share the information from the slide.
Universal Design for Learning

Facilitator:
Pause to share the comic – let the team members comment.
Universal Design for Learning

“An approach to designing instructional methods and materials that are flexible enough from the outset to adapt and allow for learner differences”

~Meyer and Rose (2006, pg. 2)

Facilitator:
Share quote.
Facilitator:
Share video demonstrating the overview of UDL – prior to viewing ask team members to consider the questions under note taking prompts – after viewing ask the questions and discuss with team members.

https://www.youtube.com/watch?v=bDvKnY0g6e4

NOTE TAKING PROMTS:
- What resonates with what you already know and do?
- What new concepts or ideas did you think about during the video?

UDL – is an approach to curriculum that minimizes barriers and maximizes learning for all students.

Universal = Curriculum that is used or understood by every student (background, strengths, needs, interests)

Facilitator: share video

Design – FLEXIBLE, design to the edges, or design for the margins.
- UDL Goes beyond access, because we need to build in support and challenge.
- Making learning goals, methods, materials, assessment?
- What is the goal?
- What are the barriers might interfere with students reaching the goals?
  - Use the 3 principles to create flexible paths that reduce barriers for
students
- Representation
  - present content and information in multiple media, and provide varied supports
  - Use graphics and animation
  - Highlight the critical features
  - Activate background knowledge
  - Support vocabulary so students can acquire the knowledge being taught
- Action and Expression
  - Models and feedback and supports for their different levels of proficiency
  - Give students plenty of options for expressing what they know
- Multiple means of engagement
  - Choices to fuel interests and autonomy
  - Help them take risks mistakes and learn from them
  - If they love learning they will persist through challenges

Always keep in mind the learning goal.
Get rid of barriers caused by the curriculum.
Keep the challenges where it is.
Facilitator:
Share, now we’ll be working through a jigsaw activity to discover the connection of UDL within a MTSS. Share the directions on the slide.

Jigsaw Activity

UDL Principles to Support Problem Solving within a Multi-Tiered System of Supports

• Number each team member in the group
• Hand out the article and refer to the numbered sections (depending on the number of team members)
• Provide time to read sections and to review the text to decide on key points of interest
• Rejoin and share the key points of interest from each section
• Provide time to review information, as well as address any questions
• Allow time for questions and concerns related to lesson study
The Goal of UDL

To eliminate unnecessary barriers to learning without eliminating challenges in order to ensure all learners achieve standards.

- Maintains high expectations for **ALL learners**
- Ensures access to academic standards for **ALL** learners
- Ensures student interaction and engagement with content for **ALL** learners

Facilitator:
Refer to the information on the slide. Share purpose of slide is not to lower student learning expectations, but to increase probability to provide access to curriculum.
What if…?

“What if we recognized that our inflexible curricula and learning environments are “disabled” rather than pinning that label on learners who face unnecessary barriers?”

~Rose and Meyer (2006, pg. vii)

Facilitator:
Pause let the team members consider this quote and share any thoughts they might have.
Myth of Average

• Myth of Average Video
  – Reflection question - What impact would an adjustable curriculum have on lesson study within a multi-tiered system of supports?

Who are we designing learning for?

https://www.youtube.com/watch?v=4eBmyttcfolU4

5:23 minutes
Facilitator:
Share the video and ask the team to consider the reflection question. Allow them to share any additional thoughts that they had about the video. The entire video is 18:26 minutes – Today we will be sharing a portion of the video to share the main idea – please allow time for reflection and team discussion.
Facilitator:
Share – the information on the slide and add:
• Learning differs across tasks
• Learning differs across development; learning differs across individuals
• Use tools that enhance your ability to reach your students
• Focus on technology as being effective when the teacher has planned – student and the teacher are co-learners
• Technology is a tool –
  • Remember that technology is an excellent tool for learning. However, the teacher is the instrument and the vital resource in the classroom. If the teacher is ineffective, technology will not help.
Facilitator:
Share - This chart represents visually the connection that the different principles make in the brain. Thereby helping the educator & student better create pathways of learning at the most basic level in the brains neural networks. *(graphic adapted from CAST and Meyer and Rose, 2006).*
Facilitator:
Share this are the guidelines that were shared in the video regarding the three networks.
From: http://www.udlcenter.org/aboutudl/udlguidelines
The UDL Guidelines, an articulation of the UDL framework, can assist anyone who plans lessons/units of study or develops curricula (goals, methods, materials, and assessments) to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. They can also help educators identify the barriers found in existing curricula. However, to fully understand these Guidelines one must first understand what UDL is.
The UDL Guidelines are organized according to the three main principles of UDL that address representation, expression, and engagement. For each of these areas, specific "Checkpoints" for options are highlighted, followed by examples of practical suggestions. In addition, Examples and Resources to guide implementation as well as a listing of the Research Evidence are offered for every checkpoint. Learn about the changes in UDL Guidelines 2.0
### Multiple Means of Engagement

<table>
<thead>
<tr>
<th>Checkpoints</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Provide options for recruiting interest</td>
<td>Choices in the level of challenge, type, color, design, layout of graphic, involve learners, vary activities</td>
</tr>
<tr>
<td>Provide options for sustaining effort and persistence</td>
<td>Use prompts, hand-held scheduling tools for reminders, collaboration, peer tutoring and support, vary the degree of freedom, cooperative learning groups with scaffolded roles and responsibilities</td>
</tr>
<tr>
<td>Provide options for self-regulation</td>
<td>Use guides and rubrics that focus on self-regulatory goals, differentiate and scaffold feedback, self-monitor behavior</td>
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</table>

http://udlonline.cast.org/guidelines

**Facilitator:**
**Share the information on the slide that provides the checkpoints and examples for multiple means of engagement.**
## Multiple Means of Representation

<table>
<thead>
<tr>
<th>Checkpoints</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide options for perception</td>
<td>Speech-to-text, diagrams, charts, video clips, size of text, images, graphs, tables, volume, speed</td>
</tr>
<tr>
<td>Provide options for language, mathematic expressions and symbols</td>
<td>Pre-teach vocabulary and symbols, highlights, clarifying unfamiliar words, present key concepts, symbolic representation</td>
</tr>
<tr>
<td>Provide options for comprehension</td>
<td>Activate prior knowledge, use advanced organizers, pre-teach concepts, bridge concepts, highlight patterns, emphasize key elements, checklists</td>
</tr>
</tbody>
</table>

http://udionline.cast.org/guidelines

Facilitator:
Share the information on the slide that provides the checkpoints and examples for multiple means of representation.
Facilitator:
Share the information on the slide that provides the checkpoints and examples for multiple means of expression.

<table>
<thead>
<tr>
<th>Checkpoints</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide options for physical action</td>
<td>Provide alternatives for interacting with instruction, consider switch options</td>
</tr>
<tr>
<td>Provide options for expression and communication</td>
<td>Compose multi-media, provide learners with spell-checkers, speech-to-text, use graphing calculators, use sentence strips and outlining tools, provide manipulatives</td>
</tr>
<tr>
<td>Provide options for executive functions</td>
<td>Use prompts for goal setting, model think-alouds, use checklist and project planning checklists, break long-term goals into reachable short-term objectives</td>
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</table>
Facilitator:
Share the information on the slide.
UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. 
Source: CAST What is UDL? http://www.cast.org/research/udl

### UDL in Practice…
- UDL draws upon and extends educational approaches with which many educators are already familiar, and
- UDL emphasizes
  - Teachers as guides or facilitators
  - Learning as a process
  - Student construction of knowledge with active rather than passive engagement

~Rose & Meyer (2006)
High Probability and High Intensity Barriers to Access, Interact and Demonstrate Learning

- Determine clear learning goals
- Anticipate high probability barriers
- Incorporate appropriate strategies and supports into the lesson plan/instructional environment
- Anticipate high intensity barriers
- Consider sufficiency of the supports planned

Facilitator:
Share -
- Determine clear learning goals that reflect specifically what students are expected to know, understand and be able to do as the result of instruction
- Anticipate high probability barriers (experienced by many learners) to engagement and learning, and incorporate appropriate strategies and supports into the lesson plan to address those barriers
- Anticipate high intensity barriers (experienced by learners with intensive needs) and consider sufficiency of planned supports
- Identify additional strategies and supports to address the barriers experienced by students with intensive needs and integrate into lesson plan and educational environment
Facilitator:
Share classroom examples of high probability and high intensity barriers to learning described within the UDL framework. Utilize this time to share specific examples of how to address these barriers through team discussion.
Facilitator:
Share the information on the slide. The third bullet shares simply having technology in the classroom does not necessarily address the barrier to learning the student is experiencing.

UDL and Technology

- Technology can help teachers create more flexible learning environments – but they are not the only way to do so.
- Educators who do not have access to the latest multimedia and computer-based technologies can still apply UDL in powerful ways.
- Examples:
  - Students having access to computers, the Web, blogs, iPods, and other technologies is not the same as providing access to learning.
- Providing access to learning are providing tools such as:
  - Low-Tech Support: highlight tape for determining the main idea or a Venn diagram for comparing/contrasting information
  - High-Tech Support: Computers, iPads, instructional software
Building an Effective System

- The ultimate goal of UDL is to provide students with a system of readily available supports within the learning environment that ensure access, engagement, and success with standards.

- Applying UDL principles during the lesson planning process is essential to ensuring individual lessons are accessible and engaging.

- Perhaps even more important is identifying the most effective supports and ensuring those specific supports are readily available within the learning environment for all student to access for all instruction.

Facilitator:
Share the information on the slide and that Integrating UDL supports into each individual lesson plan can feel overwhelming, particularly if teachers are not working as an effective team.
Thus, the big picture goal is to integrate UDL supports into instruction at a fundamental or systematic level.
Facilitator:
Guide the discussion utilizing these guiding questions.

Group Discussion

• How would providing more accessible, and engaging instruction impact achievement for students *in general*? For students with that struggle?

• What barriers could prevent this type of instructional planning process from occurring regularly?

• What support and resources will you need to move toward this way of work?
Facilitator: Refer to the information on the slide
Facilitator: Share this is an example of the first two reflections on the ‘Methods’ tab.
Facilitator:
Share this is an online course provided through portal. The module can be utilized for CE points, however it is up to the district to determine that. After signing in, it is not necessary to complete the module during one sitting. Progress will be saved and can be continued at any time.
Facilitator:
Share there are many resources to support effective implementation of UDL.

UDL Resources

- How Do You Teach? Checklist
- DIY Figure
- Example Options
- Guidelines
- Content-Specific Examples
- Look-Fors
- Trifold Matrix
- AT Ideas (Low-Tech to High-Tech)
Let’s Stop and Reflect

- Write additional **Thoughts** and Big Ideas about UDL

- 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:
Share now we’re moving onto the next phase in step 2 – plan and design lesson.
Facilitator:
Next we’ll work to develop the lesson.
Facilitator:
Take time to pause, reflect and review our progress so far using the information on the slide to guide the conversation.

Let’s Review!

- Share what you learned about
  - How student’s learn
  - Best practices in teaching
  - Background research

- What Questions do you still have?
Lesson Study in Action
Video 3

4:20 minutes

Facilitator:

Share this video (3) will describe how the Lesson Study team plans the research lesson. While watching consider these questions:

Notice the conversation as members determine which lesson to teach.

• What team dynamics must be in place for the lesson study team to function effectively?

The lesson study team focuses not only on content but on methodology as well.

• What resources will teachers need to make the connection between content and methodology?

• What will enhance the learning process?

• What will ensure the student is receptive to the learning process?

• What will impede or get in the way of learning?

• How will students react to the lesson?
Planning the Lesson

- Utilize the “Guiding Questions for Planning the Lesson” document
- Utilize the “Lesson Plan and Observation” template

Facilitator:
Refer to the Guiding questions for planning the lesson document and the lesson plan and observation template and walk the team members through the information.
• Is the lesson aligned to the FL Standards?
• What specific standards does the lesson include?
• What do we want students to know, understand, and be able to do by the end of the lesson?
• Will the instruction result in student learning at the level of complexity required for the standard?
• What supports and resources are available at the school?
• Have anticipated high-probability and high-intensity barriers been considered?
  -Integrate strategies and supports into lesson plan and instructional environment to remove or lessen impact of anticipated barriers.
• Will the instruction provide UDL options for everyone to engage and support all students?
  -Discuss the impact of specific strategies and supports
• How can teachers enhance the teaching and learning process to provide data-driven instruction that will increase student proficiency?
Facilitator:
Share while planning and developing the research lesson select three students to keep in mind when designing the lesson. The team will ensure support for the struggling learners in the classroom (both academic and behavior). Apply the information gained while investigating how students learn within the lesson. Use the lesson plan and observation template as a guide to ensure a thorough lesson has been designed. Review the team’s development up to this point and integrate into the lesson planning process: research theme, investigating how students learn, high probability barriers, unpacking standards, and UDL to inform lesson development.
Planning and Developing the Research Lesson
Continued

- Make students’ thinking visible and open to observation and analysis
- Specify the type of evidence the team will collect to verify student learning and thinking
- Determine how to observe and record data through detailed observations of student activity, engagement, and written work during the lesson
- Determine data collection tools (e.g., field notes, checklists, rubrics, etc.)

Facilitator:
Share information on slide to consider as the team develops the lesson.
Facilitator:
Refer to the Lesson Plan and Observation Template – the team works together to provide the critical information necessary to design the lesson.
Lesson Study in Action
Video 4

4:18 minutes

Facilitator:

Share the Video (4) that focuses on teaching and debriefing the research lesson.

Notice the conversation focused on what could be improved and what went well. What insights did the Lesson Study team gain as a result?
Facilitator:
- Share out any questions, thoughts.
  - formatively assess team dynamics, understanding of the research topic, content area, topic of focus.

Let’s Stop and Reflect

- Write additional **Thoughts** and Ideas about LS
- What **Questions** do you have?

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Planning for Data Collection

Facilitator:
Now we’ll be planning for data collection...
Facilitator:

Assist the team members with referring back to the Guiding questions for determining data document and the Lesson Plan and Observation Template to determine the data collection procedures. Review and discuss the guiding questions:

• What data will we collect that would most clearly address the anticipated barriers and provide evidence of the effectiveness of the chosen instructional strategies?
• Who will collect evidence on each data point?
  • Usually each observer collects data on only one data point.
  • Which type of data collection tool will help us most directly measure the impact of our chosen instructional strategies on anticipated barriers and student goals?
  • Each data point may be measured using a different data collection tool.

Data Collection

• Utilize the “Guiding Questions for Determining Data” document
• Utilize the “Lesson Plan and Observation” template

• Consider additional questions revolving around content, motivation, behavior and attitude
Facilitator: Review the information on the slide and assist with conversation regarding best practices in observation and data collection with the team members. Please keep in mind – During the observation, it is not recommended to use this time to review or evaluate the educator presenting the lesson.

Determine how to observe and record data during observations of student activity, engagement, and written work throughout the lesson.

Determine evidence of learning (aligned to learning objectives to be collected and method for collection [e.g., field notes, checklists, rubrics, etc.]).

Ensure integration of supports across multiple tiers.
Predict student response across the stages of learning.
Best Practices in Observation and Data Collection

- Know what you are looking for and tools to capture notes/observations in real time
- Sit in a spot where you can **clearly see and hear** what the student is doing (eyes, body, verbal responses, written products, etc.)
- Have a stop-watch/timer and watch to measure time intervals
- The purpose of the observation is to measure student responses under “fairly” typical instructional practices:
  - **Don’t** provide support that isn’t otherwise available
  - **Do** ask clarifying questions to students (during independent work times) if not sure about their responses

Facilitator:
Review the information on the slide and assist with conversation regarding best practices in observation and data collection with the team members.
Facilitator:
- Share out any questions, thoughts
  - formatively assess team dynamics, understanding of the research topic, content area, topic of focus.

Let’s Stop and Reflect

• Write additional Thoughts and Big Ideas about LS

• What Questions do you have?

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Facilitator:
Have the participants bring out the LS Study Action Plan. Step 2 should be complete!!!
Homework

- CAST UDL Checker
  - Before and after lesson.

- Calendar Check:
  - Adobe Check-in Session:

  - Next Face-to-face session:

Facilitator:
Refer to the information on the slide and determine dates.
• Before Adobe Check-in Session:
  – UDL Checker and Your Lesson
  – Make any adjustments

• Who will do what, by when?
• Organize to share above findings on on Adobe
• Organize questions to ask on Adobe

• On Adobe Session, The lesson study team will determine:
  – The class where the lesson will be taught
  – The three students who will be observed
  – Which data each observer will collect
    • Whole group
    • Three individual students
    • Post-lesson interviews

Facilitator:
Review the information on the slide and prepare for next session.
4:32 minutes

Facilitator:

Share the Video (5) that focuses on re-teaching and debriefing the research lesson.

Notice the conversation focused on what could be improved and what went well. What insights did the Lesson Study team gain as a result of the revisions?