WSU Lesson Study Protocol

Pre-lesson discussion protocol total time 15-20 minutes

- Copies of the lesson plan are distributed to the observers.
- Pre-lesson thoughts:
  - Teacher who will teach the lesson speaks:
    - What is the most important math concept that you want students to learn in the lesson?
    - How will you help students accomplish the goal during the class time?
    - What would you like us to observe in the lesson?
  - Clarifying questions from the observers are responded immediately by the design team.
  - Observers: Take a minute or two to think about what the focal point of your observation is. Make a note of your focal point. You will be asked to bring out your point during the post-lesson discussion.

Protocol for Observers during the Observation

1. The observers, including the teachers who helped plan the lesson, should NOT interfere with the natural process of the lesson (e.g., by helping students with a problem). However, observers are permitted to circulate around the classroom during seatwork. Otherwise, observers should stand to the back and sides of the classroom.
2. It is a good idea for observers to take notes on teacher’s instruction, student responses, and the interplay between the two. This procedure will not only help observers focus on the goals and activities of the lesson, but also help them organize their feedback for later.

Post-lesson debriefing protocol total time limit for reflection and discussion 35-45 minutes

- After the lesson has been taught, the entire group takes a break to relax and gathers their thoughts. Teacher who taught the lesson writes down responses to each of the questions in Step 1: 10 minutes
- Discussion Participants: design team, observers, moderator, time-keeper, and advisors
- Moderator: “First, we will hear from the teacher who taught the lesson. Then, other members of the design team will have a chance to add comments if they had any particular questions/issues during the planning phase. We will have an exchange of clarifying questions and answers next. Then, the observers of the lesson will offer positive feedback on the lesson. The session will end with the response from the design team and general comments from the advisors.”
- Step 1: The teacher who taught the lesson describes the lesson and his/her experience of teaching it including the points below: 5 minutes
  - The goal(s) of the lesson was (were)…
  - The key elements (activities) in the lesson were…
  - The goal was achieved or not achieved.
  - What worked and didn’t work in the lesson.
  - Student learning that I observed (Show student work if possible.)
    - I observed Aha moments when students……
    - Students had difficulties with … Did you try to address the difficulties in the lesson?
  - What unanticipated decisions did I have to make? What surprises did I encounter?
  - What can be changed about the lesson?
  - What can I think of an extension of the math/science concept for students who are ready?

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Sachiko Tosa and Ann Farrell
Step 2: Other members of the design team speak if they want to add comments on the questions/issues that were raised during the planning sessions: 5 minutes

== For the implementation of a revised lesson ==

- Teacher who taught the first lesson: What did you notice? What were your Aha moments that you had during the observation?
- How were the changes that were made for the revised lesson related to achieving the goals of the lesson?

Step 3: Clarifying questions from the observers: 2 to 3 minutes

Observers of the lesson ask clarifying questions about design team’s rationales for making certain decisions about the lesson (e.g., “Why did you choose those numbers for that problem?”). Observers also ask questions to ensure that the gaps between what was observed and what the team intended to achieve during the lesson are filled as much as possible. The members of the design team write down questions.

Step 4: The design team responds briefly to each of the clarifying questions: 2 to 3 minutes

Observers listen.

Step 5: Each of the observers offer positive feedback that is related to the goals of the lesson including the points below: 2 minutes each

- A positive note by thanking the teacher who taught the lesson
- My focal point
- What I liked about the lesson
- Student misconceptions/struggles that I observed
- What can I suggest for the lesson?
- How might I teach the lesson differently in my own classes?

Each observer should comment on a specific aspect of the lesson. Subsequent speakers are encouraged to build further comments on the points that are mentioned by other participants of the discussion. Speakers are also encouraged to comment on other aspects of the lesson that are not mentioned by other participants.

Step 6: Response of each of the design team: 2 minutes each

The team responds to the observers’ analysis and acknowledges ideas he/she intends to consider in refining the lesson.

Step 7: General comments from the advisors: 2 minutes each

Adopted and modified from Lesson Study Protocol by lsrg@columbia.edu and Working on the Work Protocol by Schlechty Center for Leadership in School Reform