“Work in Progress in Lesson Study” Protocol

WSU Lesson Study

Adopted and modified from A Work in Progress Protocol by Schlechty Center for Leadership in School Reform

revised 11/11/2013

This protocol helps a design team share their work currently being designed and gain ideas and perspectives of colleagues so that the design team has an opportunity to refine the student learning experience in the lesson before implementing it in classroom. 25-30 minutes

The design team brings the teaching material to show to the group.

Step 1: The design team begins by letting the group know how the lesson looks like. Through this step, colleagues should be able to picture what students would be doing throughout the learning experience. Colleagues listen and may jot down notes. The step includes the following points: 5 min

• Goal(s) of the lesson (mathematics content; mathematical practice)
• How does the goal relate to the curriculum (horizontally and vertically)? ➔ Learning hierarchy?
• What do you assume students to know before this lesson? ➔ Pre-test?
• Key elements (activities) in the lesson and their purpose:
  ➔ Launch (a hook, student prior knowledge, key questions and prompts, direction for activity)
  ➔ Explore (connections between activity and goals, individual/pair/group/whole class work, manipulatives, teacher’s role)
  ➔ Explain (How do you connect the results of the activities with the mathematical concept(s) that you want to teach in the lesson? What examples will be helpful for students?)
  ➔ Summarize (How do you assess student understanding? ➔ Post-test? )
• Student difficulties observed in the previous experience on this topic
• Anticipated student responses
• Are there any new mathematical concepts and/or instructional strategies that you plan to incorporate in this lesson?

Step 2: Colleagues ask clarifying questions. The design team writes down questions: 2 to 3 minutes

Step 3: The design team responds briefly to clarifying questions. Colleagues listen: 2 to 3 minutes

Step 4: Each of the colleagues offers positive feedback including the following points: 2 minutes each

• A positive note by thanking the design team for sharing the lesson idea
• What I liked about the lesson is...(may like to mention specific design qualities that will reveal student thinking)
• What if? and How about? feedback. (additional ideas for consideration)
• How might I adapt the lesson for my own classes?

Step 5: Each member of the design team comments: 2 minutes each

“Rigor and Relevance”
(Target Levels C and D)

A: Know and Comprehend
Acquisition: Apply Knowledge in the Discipline
B: Make Use of Knowledge
Application: Apply Knowledge Across Disciplines and in Unpredictable Situations
C: Analyze (Take Apart) Knowledge
Assimilation: Extend and Refine Knowledge to Solve Problems
D: Synthesize and Evaluate
Adaptation: Use Knowledge to Create Unique Solutions in Real-World Predictable and Unpredictable Situations

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