

Public Research Lesson Protocol: Lesson Study 2018-19

Facilitator Script

NORMS (insert school norms or use these)

- Keep equity at the center
- Be part of the solution
- Be engaged and present
- Be mindful of patterns of participation (step up/step back)
- Respect differences of opinions and learn from each other while moving forward

PROTOCOL FOR PRE-LESSON DISCUSSION

Time: Approximately 40-50 minutes before the research lesson

Roles: Facilitator, timekeeper, note-taker, process-checker, lesson observers

Outcomes:

- Participants clarify the rationale, big ideas, and goals of the research lesson
- Participants agree on observation data to record in alignment with lesson objectives, intended student learning outcomes, research question, and theory of action

Time	Component
5 min	<p>WELCOME AND INTRODUCTIONS</p> <p>Welcome! I am...(name, explain your role as facilitator, etc.). Thrilled to be here...</p> <p>WAVE (intros): Name, role, pronouns, access needs, possibly quick ice-breaker prompt</p> <p>Introduce or assign note-taker(s), time-keeper(s) and process-checker(s)</p> <p>Review norms</p> <p>Give brief overview of the LS agenda for the day</p> <p>Any clarifying questions?</p>
10 min	<p>READ AND REVIEW LESSON PLAN</p> <p>Feel free to write up and mark up the lesson plan as you read</p>
10 min	<p>BACKGROUND AND CONTEXT</p> <p>Framing- Emphasize that the lesson belongs to the whole lesson study team, not just the teacher teaching. Ask group to address their questions to the whole team, not just the teacher of the lesson.</p> <p>Planning team shares:</p> <ul style="list-style-type: none"> • What is your research question and theory of action? Why did your team choose this focus? Why is this focus important to student learning and development at this site? • What is the context and rationale for this research lesson? For example, how does it fit into prior and subsequent learning, and why is it designed as it is? How does the design reflect your theory of action and research question? • What is the new student learning and intended learning outcomes in this lesson? • How will students build the new learning—for example, what will they say, do, and notice that will build the new learning? • How will you assess student learning? • How will you assess progress toward your theory of action?
10 min	<p>CLARIFYING QUESTIONS</p> <p>Explain the difference between clarifying questions and probing questions.</p> <p>Ensure participants understand this is not the time to dissect the lesson design or Research Question/Theory of Action, but rather to seek clarity as to the intent of the lesson design and the meaning of the Research Question/Theory of Action.</p>

5 min	<p>COLLECTING EVIDENCE</p> <ul style="list-style-type: none"> ● Planning team explains what evidence they would like participants to collect, in alignment with lesson objectives, intended student learning outcomes, research question, and theory of action ● Planning team shares note-taking/evidence-collection template and how to use it ● Planning team assigns how evidence will be collected (focal students, table groups, whole class; student learning, teacher moves, patterns of participation amongst students, types of questions asked, etc.) 					
5 min	<p>DISCUSS IMPORTANCE OF LESSON OBSERVATION GUIDELINES</p> <p>Emphasize that teaching publically is very vulnerable, and we want to ensure respectful and supportive presence and behavior anytime we are in another teacher’s public lesson.</p> <p>Review expectations for observing the lesson (see table).</p> <p>Ask teacher if observers can ask questions of students during and/or after the lesson.</p> <p>Emphasize there will be no talking and no interference during the lesson (flies on the wall!).</p> <table border="1" data-bbox="170 758 1503 1163"> <thead> <tr> <th data-bbox="170 758 1503 821">Guidelines for Observing the Research Lesson</th> </tr> </thead> <tbody> <tr> <td data-bbox="170 821 1503 915">1. Respect the classroom atmosphere. Silence phones, refrain from side conversations, and arrive on time and stay for the entire lesson.</td> </tr> <tr> <td data-bbox="170 915 1503 1010">2. Do not help students or interfere with the natural flow of the lesson; for example, be careful not to block students’ view when they need to see the board or the teacher.</td> </tr> <tr> <td data-bbox="170 1010 1503 1104">3. Collect data requested by the lesson planning team, or focus on the “points to notice” laid out in their instructional plan. Prepare by reading the lesson plan thoroughly.</td> </tr> <tr> <td data-bbox="170 1104 1503 1163">4. If the lesson study team concurs, it is all right to ask clarifying questions of a student after the lesson is concluded.</td> </tr> </tbody> </table>	Guidelines for Observing the Research Lesson	1. Respect the classroom atmosphere. Silence phones, refrain from side conversations, and arrive on time and stay for the entire lesson.	2. Do not help students or interfere with the natural flow of the lesson; for example, be careful not to block students’ view when they need to see the board or the teacher.	3. Collect data requested by the lesson planning team, or focus on the “points to notice” laid out in their instructional plan. Prepare by reading the lesson plan thoroughly.	4. If the lesson study team concurs, it is all right to ask clarifying questions of a student after the lesson is concluded.
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5 min	<p>CLOSING WAVE: (only if time permits)</p> <p>Encourage people to use bathroom before lesson if needed.</p> <ul style="list-style-type: none"> ● What do you want to get out of today? 					
<p><i>*5 minutes to transition to classroom for the lesson</i></p>						
<p>OBSERVE RESEARCH LESSON!!!</p>						

PROTOCOL FOR POST-LESSON DISCUSSION

Time: Approximately 90-130 minutes (depending on size of the group)

Roles: Facilitator, timekeeper, notetaker, process-checker, lesson observers

Outcomes:

- The primary goal of the discussion is to gain insights into teaching and learning and to inform the design of future instruction, *not* to revise the lesson plan
- Discuss implications for teaching and learning based on student learning evidence
- Hear and discuss expert commentary
- Agree on strategic next steps for the team and implications for instruction moving forward

Time	Component		
15-20 min	<p>SMALL GROUP CONVERSATIONS</p> <p><i>OPTIONAL - LIKELY ONLY FOR NEWER TEAMS</i></p> <p>(5) Silent time to synthesize observation notes in relation to prompts below.</p> <p>We will now take about 5 minutes to review our notes and consider what is most important to share when we move into small groups. This is the time to consider what evidence is most useful to share, as we will not share everything we observed. Evidence should be what students <i>did</i> or what students <i>said</i> – descriptive and non-evaluative statements – such as “3/4 students at the table were able to generate the algorithm” or “Joe stated, I tried multiplying but now I am lost”. Strategically select key points of evidence you feel will best support and push this team, whether that is patterns, outliers, predicted responses, or unpredicted responses.</p> <p>(15) Each small group engages in conversation about the prompts below, completing the following chart legibly on large chart paper in dark marker. If time is tight, prompt #4 is skipped, and facilitator or smaller team may respond to prompt #3 while other team members work on #1 and #2.</p> <p>We will now move into small groups (likely 3-5 people per group; facilitator may have participants count off; leave out the instructor, the expert commentator, and possibly the TLF).</p> <p>I am giving each group chart paper and a dark marker to record thinking. Please ensure your writing is legible as we will be reading the charts produced by each group. On your chart paper, you will be responding to the prompts below. Your group can discuss and record, spending about 4 minutes on each prompt. A reminder that we are not evaluating or celebrating students, the teacher, or the instruction, but rather sharing selected, concrete evidence from the lesson. (Adjust time and group size as needed.)</p> <table border="1" style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 50%; padding: 5px;">1. Evidence of student learning in relation to</td> <td style="width: 50%; padding: 5px;">2. Evidence of student learning or experience in</td> </tr> </table>	1. Evidence of student learning in relation to	2. Evidence of student learning or experience in
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5 min	<p>INSTRUCTOR’S REFLECTION</p> <p style="color: blue;">We will now give ____ 5 minutes to reflect on the lesson. This is the time to share insights or learnings that came from implementing the lesson, or any surprises or difficulties encountered in doing so. We have no expectation that ____ has had time to reflect and analyze, so this is just a chance to share initial reactions.</p> <p>The presenting teacher shares reflections on the lesson as it relates to: the research question/theory of action; surprises and/or difficulties encountered; anything that was learned in conducting the lesson.</p>				
5 min	<p>SHARING OF CHARTS (Gallery Walk)</p> <p style="color: blue;">We will now post and read the charts produced by each small group. Please do so silently, considering what patterns you notice between charts. (Hang charts where they can be easily read by all. Ask for silence while reading occurs if needed.)</p> <p>Charts are hung and participants read charts silently, noticing patterns.</p>				
45-60 min	<p>MODERATED GROUP DISCUSSION</p> <p style="color: blue;">We will now engage in a debrief following the prompts outlined on your agenda. Please be mindful of airtime given that this is an unstructured conversation and there are __ people in the room; thus each person has roughly __ min to speak in total in this __ min conversation.</p> <p>MODERATED GROUP DISCUSSION</p> <ol style="list-style-type: none"> 1. (optional) Chart analysis: <ol style="list-style-type: none"> a. What patterns do we notice? b. Any other evidence that is important to highlight? 2. Critical question #1 (related to student learning/lesson goals) 3. Critical question #2 (related to research question) 				

	<p>4. What should happen in class tomorrow?</p> <p>5. (optional) Next Steps & Implications: What are our take-aways and strategic next steps as a team?</p> <ul style="list-style-type: none"> a. Next steps in learning (for today's students) b. Implications for future instruction c. Implications for our research question and theory of action
20 min	<p>COMMENTARY BY OUTSIDE SPECIALIST</p> <p>We are thrilled to have ____ here to provide specialized commentary...</p>
10 min	<p>Q&A/FURTHER CONVERSATION</p> <p>We will now have 10 minutes to ask questions of the expert commentator and/or to engage in further discussion, given the expert commentary.</p>
5 min	<p>DEBRIEF OF DAY / PROCESS CHECK</p> <p>We will now have 5 minutes to debrief and reflect upon the process today. We will first hear from our process-checker on observations and noticings – in particular our ability to adhere to our norms. We will then open the process-check to any reflections or debriefs that anyone would like to add.</p>
5 min	<p>CELEBRATIONS / CLOSE</p> <p>Lead celebrations</p> <p>Make plan for clean-up</p> <p>Thank you!</p>
<p><i>*Head out for dinner/beverages to celebrate!!!</i></p>	