## BUILDING A LESSON STUDY GROUP

### RECRUIT LESSON STUDY GROUP MEMBERS

- Identify teens who are leading a related project/curriculum or have a specific interest in the curriculum content.
- Invite teens interested in being part of a Teens as Teachers educational model to improve the learning of younger 4-H members by participating as educators.
- Determine group size: Consider approximately 4-8 lesson study group members.
- Describe the commitment: Lesson study will require a commitment to the process and involves:
    - reflecting on your role as an educator
    - providing formative feedback to adjust the learning process throughout the program
    - considering ideas for improving activities/instruction
    - commitment to multiple meetings over time

### ESTABLISH GROUP NORMS

*Examples include:*

- ***Contribute positively; give 100 percent!***
- ***Communicate clearly and listen carefully – equal, open discussions are ideal***. Remember: Everyone, regardless of his/her level of experience, can make valuable contributions to the lesson study process.
- ***Shared ownership and responsibility***. Lesson study is a collaborative process that is meant to improve knowledge and skills through sharing experiences and learning from others.
- ***Focus on refining lessons through data-driven decisions.*** Improved learning is the outcome. *(1)*
- ***Be youth-focused: Emphasis is on youth learning and development.*** Lesson study's focus is on the learning and development of the target audience – 4-H youth. Lesson study focuses on the learners' "ah-ha" moments. Let the data "speak to you" to discover these "ah-ha" moments.
- ***Share your views willingly, but respect the views of others***.
- ***Ask and welcome questions for clarification***.
- ***Be open to new ideas and views***. Change happens!
- ***Honor time commitments; honor time limits***.
- ***Remain on task***.
- ***Other***???

### AGREE UPON EXPECTATIONS FROM GROUP MEMBERS

- Determine a meeting schedule: One meeting every 2-3 weeks is recommended; no less than one meeting per month.
    - ***Note:*** *Providing time between meetings is beneficial; it allows for individual reflection and the generation of ideas to bring to subsequent group meetings.*

- Determine meeting length: Well-organized meetings should run no more than 60-75 minutes.
- A facilitator* works with the lesson study group members to establish an agenda, guides the lesson study group through the agenda, and helps to maintain group norms.
- A scribe* keeps written notes for the meetings. Items to capture in notes include:
  - Capture plus/delta (what worked well / what needs improvement) reflections from educators about their practice
  - Capture key learnings of participants
  - Suggested improvements for lesson preparation and delivery
  - Identify themes that influenced outcomes (timing, group dynamics, etc.)
  - Suggestions/recommendations for making this lesson more successful (e.g. different group management strategy)
- A timekeeper* helps the facilitator keep to the agreed-upon agenda.

*Note: *It is recommended that these roles rotate among lesson study group members; consider having different group members fill these roles each meeting.*

## RECOMMENDED MEETING STRUCTURE

### Meeting #1: Introduction to Lesson Study (60-75 minutes)
- Introductions and icebreaker activity
- Overview of lesson study as a form of professional development (what it is; what it is not) *(2)*
  - Lesson Study PowerPoint
- Establish group norms
- Agree upon expectations from group members:
  - rotating roles for each meeting
  - agree to next meeting date and location
  - set calendars accordingly

### Meeting #2: Introduction to Teens as Techers (60-75 minutes)
- **Agenda:** Develop meeting agenda; reach consensus
- **Check-in:** Short discussion on questions and follow up from previous lesson study meeting
- **Teens as Volunteer Leaders: Recruiting and Training Teens to Work with Younger Youth in After-School Programs**
  - Chapter 1
  - Chapter 4
  - Chapter 5
    - Interactive videos demonstrating various scenarios of using Teens as Teachers
- **Introduce and review formative data collections tools** *(3)*
  - Clover reflection sheets for youth participants *(4)*
  - Plus/Delta reflection sheets for adult educator facilitators

- o Other data sources like observations and artifacts
  - ▪ Interactive video on conducting observations and reflections

## Meeting #3: Introduction to Curriculum (60-75 minutes)
- ▪ **Agenda:** Develop meeting agenda; reach consensus.
- ▪ **Check-in:** Short discussion on questions and follow up from previous lesson study meeting.
- ▪ **Review curriculum to be used**
  - o plan curriculum activity implementation timeline
  - o plan lesson study group meeting schedule (How many lessons/modules?)
  - o agree to meeting dates and locations
  - o set calendars accordingly

## General Meeting Structure (60-75 minutes)
- ▪ **Agenda:** Develop meeting agenda; reach consensus.
- ▪ **Check-in:** Short discussion on previous lesson implementation; allow each lesson study group member to share briefly.
- ▪ **Formative Data Review:** Review data sheets to make determinations on how to improve instruction and learning.
  - o Clover reflection sheets for youth participants
  - o Plus/Delta reflection sheets for adult educator facilitators
  - o Other data sources like observations and artifacts

*Note: No reflection data will be available at first lesson study group meeting; group members should discuss who their learners are, the context where learning will be happening, materials they may need, logistics, and other salient information they may have available to help them plan their first lesson.*
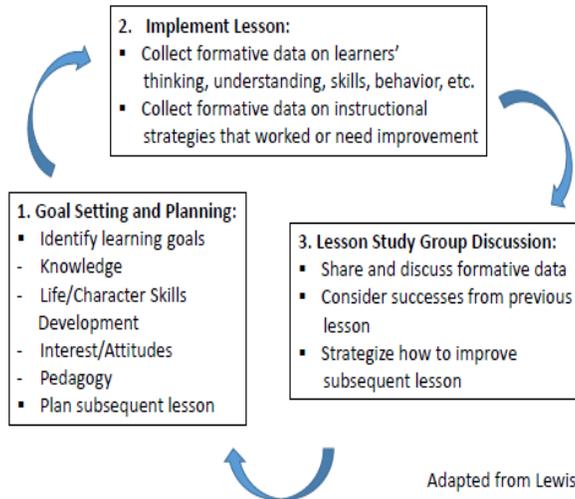
- ▪ **Lesson (Activity) Planning:** Use interpretations of data from previous activity implementations to plan the subsequent activity implementation. Note specific changes to activities. **Goal:** Improved youth learning through improved practice informed by data!

*Note: Consider an Outside Expert. An outside specialist in subject matter, or how to teach a specific subject more effectively, can serve to enhance the work of any lesson study group at specific points in time. Although outside experts are not required for a lesson study group to function, discussing when and why your group might consider inviting one to a meeting could help advance what you are trying to accomplish. If you choose to invite an outside expert, however, make certain you (a) communicate with that person what his/her role will be, and (b) utilize this individual's expertise in a systematic and intentional manner. Specifically, include the expert as part of your meeting agenda, and ask that group members bring specific questions related to the curriculum being implemented.*

- **Meeting Wrap-up:** Chair summarizes meeting. Recommended transition to subsequent meeting: scribe will serve as chair for the next meeting; elect a new scribe and timekeeper for the subsequent meeting.

Lesson Study Cycle:
An Iterative Process to Advance Teaching and Learning

2. **Implement Lesson:**
- Collect formative data on learners' thinking, understanding, skills, behavior, etc.
- Collect formative data on instructional strategies that worked or need improvement

1. **Goal Setting and Planning:**
- Identify learning goals
- Knowledge
- Life/Character Skills Development
- Interest/Attitudes
- Pedagogy
- Plan subsequent lesson

3. **Lesson Study Group Discussion:**
- Share and discuss formative data
- Consider successes from previous lesson
- Strategize how to improve subsequent lesson

Adapted from Lewis, 2002

## DEFINITIONS:

1) **Data-driven Decisions:**
   a. The process of examining assessment data to identify learner strengths and deficiencies and applying those findings into educational activities.
   b. The use of tests and quizzes, portfolios, homework, observations, student responses and reflections are legitimate and viable data sources to make determinations about learning and where additional education is needed.

2) **Lesson Study:**
   a. Lesson study is a professional development model for educators.
   b. Lesson study is a thoughtful, deliberate approach to professional development that occurs within the context of a specific learning setting.
   c. The lesson study model is iterative; "multiple touches" occur over extended periods of time.
   d. Lesson study is collaborative; groups of educators engage in the process of inquiry whereby they investigate their own practice.
   e. Through lesson study, educators use data from their learners to improve their practice.
   f. Lesson study places educators in an active role in their professional development.
   g. It values educators' knowledge & experience
   h. Begins with question
   i. Driven by participants

      j. Communication flow:
          i. Among educators
      k. Reciprocal relations among educators
      l. Practice is research that informs future practice

3) **Formative Data Review:** A system to monitor learning which provides ongoing information for educators to improve their instruction and for participants to improve their learning.
    a. Helps learners identify their strengths and weaknesses and target areas that need work
    b. Helps educators recognize where learners are struggling to address problems immediately
    c. Systematic review of formative data sources that are shared to compare data to identify trends and to look for unique opportunities to improve teaching and learning
    d. Clover reflection sheets for youth participants
    e. Plus/Delta reflection sheets for adult educator facilitators
    f. Other data sources like observations and artifacts
        i. Artifacts: Learning artifact (or educational artifact) is a term used in educational psychology to describe an object created by students during the course of instruction. To be considered an artifact, an object needs to be lasting, durable, public, and materially present. Under the constructionist theory of educational psychology, the concept of making knowledge visible is a central component. The creation of material artifacts is a technique used to allow students to display their knowledge in a public forum (usually the classroom). Artifacts can be in the form of paintings, drawings, sculptures, models, or anything else that is not erased after completion.

4) **Reflection:** Reflective practice is a process where you become an external observer to your own teaching experience to:
    a. Recall important events of the teaching experience
    b. Connect with feelings about the teaching experience to enhance positive feelings and remove ones
    c. Evaluate the experience by re-examining the experience against the original intent, existing knowledge, and new knowledge.