

Stages in the Lesson Study Process

1. FOCUS the LESSON STUDY

- Getting started: [Get to know each other. Find common ground. Take time to socialize. Identify shared long-term goals for students.]
- Agree on operating rules, group norms, schedule, logistics.
- Choose specific mathematical goals and a content topic for the lesson. [What are our goals for our students? What are our students' needs? When will the research lesson be taught?]

**Reflection Question: Describe how your group made decisions about long-term goals and a content topic. Do you think this decision-making process was effective? Why or why not?*

2. DEVELOP the LESSON

- **Discuss broad mathematical context of the lesson topic.** [Share and seek out expertise on teaching the topic. What knowledge do students come in with? What ties do you see to future concepts? What outside resources could help? Study texts. Search for problems with good potential.]
- Make a unit outline for the topic. [How many lessons? List lesson topics, time allotted. Which lesson will be the research lesson?]
- Select specific mathematics problem(s) to center the lesson around. [Share ideas and resources. Think about what would get students engaged in the lesson.]
- **Study the mathematics and anticipate varied student responses.** [Take time to do the problem(s) individually, compare methods, and think about how students might approach it. Consider potential extensions.]

**Reflection Question: Describe your experience doing the mathematical problem and anticipating student responses with your team. What was the most interesting discovery you made during this process? How did the process affect your ideas about the lesson?*

- Draw up a rough lesson outline. [Main teacher actions, student activities, expected responses.]
- Collect some preliminary data. [Try the question(s) or roughly drawn lesson on some students.]
- **Complete the lesson plan.** [Find the best way to pose the problem, create a time line, refine directions about teacher actions, evaluation ideas, and plans for use of manipulatives, the blackboard, etc. Discuss pedagogical strategy and how the lesson details support stated goals.]

3. TEACH the LESSON/COLLECT DATA

- ❑ Decide who will teach the lesson.
- ❑ Discuss protocol and strategy for observation.
- ❑ Arrange to have class videotaped.
- ❑ One teacher teaches the lesson while others collect data.
- ❑ Debrief/discuss observation.

**Reflection Question: Describe your role during the research lesson (teacher or observer). What was the most challenging aspect of this role? And what was the most rewarding aspect of this role?*

4. REFLECT, REVISE, RECORD, PLAN NEXT STEPS

- ❑ Revise the lesson, using data from the observation (including student work).
- ❑ Teach the revised lesson to a new group of students, if possible.
- ❑ Take time to write up the final lesson plan, with commentary.
- ❑ Take time to reflect, both personally and as a group, on the work you have done.

**Reflection Question: Now that you have completed a cycle of lesson study, what would you tell a group that is just beginning the cycle?*