

School-Based Lesson Study

COMPONENT #: 7-507-320

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to become an effective facilitator and/or member of a professional instructional team for the purpose of conducting a research lesson study with relevance to the specific needs of the teachers and students at the school site. The lesson study community focuses on identifying pertinent issues, examining/assessing standards, curricula, and resources; planning; researching information; and active instruction, followed by discussion among colleagues, and re-teaching with application of solutions/strategies for improvement.

Successful completion of this professional development activity will equip the participant to understand the importance of examining his/her teaching practice and to develop strategies and techniques for engaging in critical analysis of the dynamics of teaching for the purpose of increasing student achievement.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)
X Educator (professional growth)

X Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe characteristics of a lesson study and the phases of the lesson study cycle.
2. Compare and contrast a lesson study with traditional professional development.
3. Identify the elements of a research lesson.
4. Understand the difference between a research lesson and a lesson plan.
5. Apply practical applications of the research in the classroom.
6. Examine instructional strategies and techniques appropriate for student achievement.
7. Identify, develop, and discuss skills in analyzing and assessing classroom lessons.
8. Identify, describe, and assess curriculum and technology resource materials that are designed and constructed to meet the instructional needs of students at levels K-12.
9. Plan for an effective lesson study for a specific grade level and/or subject area.
10. Identify appropriate protocols and procedures for their use when implementing a lesson study.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor’s lectures/presentations, and participate actively in discussions and activities on the lesson study and research lesson (SLO 1-10).
2. Discuss how specific innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives targeted for a lesson study (SLO 1-10).
3. Identify specific instructional strategies and activities that will address the needs of diverse learners (SLO 1-10).
4. Participate in a simulated lesson study, implementing the required procedures (SLO s 1-10).
5. Plan for an authentic lesson study at the participant’s grade and subject levels at the school site (SLO 1-10).
6. Provide evidence (e.g. reflection, journal entries, logs, surveys) verifying that the professional development impacted professional behavior.
7. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
8. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.

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PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

Department: Center for Professional Learning

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