

LESSON STUDY GROUPS – SUBJECT SPECIFIC Professional Development Plan

STUDY GROUP OVERVIEW

In order to provide support for all teachers in the building in all areas of Teacher Effectiveness, the majority of inquiry/professional development sessions will be conducted using a lesson study model. Teachers will be strategically grouped with peers to discuss lesson plans in detail, unpack the standards, share instructional strategies, observe the lesson in action and provide feedback throughout the process. The study groups will follow a three-week cycle with one “host” teacher who prepares the lesson, modifies it according to feedback and conducts the lesson with one of his/her classes.

WEEK 1:

The session will include “unpacking” of the standards, examination and assessment of student work, defining clear student outcomes/objectives, and brainstorming of ideas for the lesson /task. *The pre-assessment materials may include a video of an interview with select student(s) regarding misconceptions.*

The “host” teacher will be responsible to administer a pre-assessment prior to the initial meeting to his or her students related to the standards for the lesson. The host teacher will examine the student work from the pre-assessment and will select 5-6 samples of interesting student work to share. The “facilitator” will be responsible for guiding the discussion throughout the meeting. He/she will ensure all group members are actively engaged, that the protocol is followed and that all members are actively engaged in the discussion.

WEEK 2:

The session will focus on the Talking Through a Lesson Protocol as well as the pre-selected instructional strategy / activity / professional reading. Participants are required to directly engage in the task / activity during this session and anticipate student misconceptions and errors. The Teacher Effectiveness Framework will be used as a resource during this session.

The “host” teacher is responsible to plan the lesson and task and to share the materials with the group members the following week. The host teacher will participate in the discussion using the “TTLP – Talking Through a Lesson Protocol”, and will record feedback. The host teacher will be responsible for modifying the lesson over the course of the following week and will also be responsible for teaching the lesson the following Friday.

The “facilitator” will be responsible for introducing the instructional strategy that was selected as the focus for the cycle and for engaging participants in the planned activity. The facilitator will guide the discussion throughout the meeting. He/she will ensure all group members are actively engaged, that the protocol is followed and that all members are actively engaged in the discussion.

OBSERVATION OF LESSON:

This session will occur on the third week of the cycle (preferably Friday or Thursday). All participants will visit and observe the lesson that was planned over the past two weeks, which will be conducted by the host teacher. Participants will be provided with a protocol and guiding questions to consider during the observation. Participants may be assigned a particular student or group of students to observe during the lesson.

WEEK 3:

This final session will focus on the feedback and review of the lesson and instructional strategies used. The facilitator will lead the discussion among the group based on the observation notes, question responses and student work. The host teacher may be asked to bring student work to this session.

QUALITY REVIEW INDICATORS

1.1, 1.2, 1.3, 1.4, 2.2, 4.1, 4.2,

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WEEK 1**GOAL:**

Teacher teams will examine the content and/or CCLS standards and will assess student work products based on the standards as data on students' conceptual understanding

Focus: QR 1.1

SET UP:

Facilitator will introduce the host teacher and the overview / expectations for all members throughout the inquiry cycle. The facilitator will explain the protocol for "unpacking" the standards.

EXPLORE PHASE:

1. The host teacher will provide the teachers with copies of the standards related to the lesson objective / unit and participants will follow the steps provided to "unpack" and interpret the standards
2. Participants will all complete the pre-assessment task independently and will briefly discuss connections to the standards
3. Participants will use the "Looking at Student Work" Protocol to examine the work samples provided by the host teacher to identify misconceptions and student errors (video interviews may be used here as well)
4. The misconceptions content tracker / xls tool will be shared with the group to identify the most prominent misconceptions among the students

ADVANCING QUESTIONS:

1. *What enduring understandings about (content) will your students take away from this unit/lesson?*
2. *In what ways does the lesson / unit build on students' previous knowledge? What pre-requisite skills or knowledge do they need to have to begin the task?*
3. *What are all the ways this topic can be approached? What methods, representations or solution paths can be used?*
4. *What misconceptions do you anticipate students to make? What errors do you expect to see? Which methods do you anticipate to be the most common?*
5. *What are your expectations for students during this unit / lesson / task?*

SHARE / DISCUSS / ANALYZE PHASE:

The facilitator will lead a group discussion about what the task /lesson needs to include based on the standards and the data from the student work products.

The team will brainstorm and record suggestions that should be included in the task / lesson development that the host teacher will use over the week to develop the lesson and task.

CLOSURE (CONNECTIONS TO THE CLASSROOM):

Participants will reflect on how they are using data from their own students work to identify and address misconceptions.

MATERIALS:

- Guidelines / Expectations (PD Team)
- Standards Document (Facilitator / Host Teacher)
- Looking at Student Work Protocol (PD Team)
- Misconceptions Content Tracker (Host Teacher)
- Student Work Samples (Host Teacher)

WEEK 2

GOAL:

Teacher teams will develop academic tasks that are aligned to the Common Core Learning Standards and/or content standards based on data from student work

Teacher teams will research and apply teaching practices and instructional strategies that include multiple entry points, require rigorous thinking and high engagement from students that can be evidenced during instruction using Danielson's Framework for Effective Teaching

Focus: QR 1.1 & 1.2

SET UP:

The facilitator will welcome the group and will provide an overview of the session objectives. He / she will explain the protocols that will be used.

EXPLORE PHASE:

Part I

1. The facilitator will introduce information (video / article) on the determined strategy/content (eg. an article on the Socratic seminar or a video on the use of content trackers). The participants will follow the protocol for reading and discussing the resource. Responses will be recorded.
2. Participants will also review and annotate the Danielson rubric for the determined competency (3b, 3c, 3d)
3. Facilitator will review the highlights of the related standards from the first session (post chart or share documented summary). Facilitator will then invite the host teacher to present the prepared task and lesson plan.
4. The participants will engage in the task and will independently review and annotate the lesson plan.
5. Facilitator will lead the group through the TTLP and will record feedback for the host teacher to consider.

ADVANCING QUESTIONS:

1. *What questions will you ask students to focus their thinking?*
2. *What will you see/hear that lets you know students are thinking about the task?*
3. *What questions will you ask to assess students' enduring understanding of the task?*
4. *What questions will you ask to advance students' enduring understanding of the task?*
5. *What questions will you ask to encourage students to share their thinking or to assess their understanding of their peers' ideas?*
6. *What will you do if a student does not know how to begin to solve the task?*
7. *What will you do if the student finishes immediately?*
8. *What will you do if a student focuses on something other than the content focus of the task?*

SHARE / DISCUSS / ANALYZE PHASE:

The group will discuss the predicted misconceptions and issues that may arise during the lesson and how the teacher can respond to them. The group will also receive the observation documents and assigned students / items to observe during the inter-visitation.

CLOSURE (CONNECTIONS TO THE CLASSROOM):

The host teacher will reflect on the modifications that need to be made to the lesson based on the feedback. The participants will reflect on how they will incorporate the ideas and strategies into their own lessons.

MATERIALS:

- Guidelines / Expectations (PD Team)
- Video / article/ professional reading
- TTLP
- Danielson rubric
- Lesson Plan Draft / Task / Rubric

WEEK 3

GOAL:

Teacher teams will engage in observing and providing feedback to peers using the Danielson Framework for Effective Teaching.

Focus: QR 4.1

SET UP:

Part I (Observation)

The facilitator will greet observing teachers outside the classroom and ensure everyone is clear on the procedures for observing. Each teacher participant will have a note taking sheet with a specific focus and specific questions.

Part II (Summary & Final Feedback)

The host teacher will be thanked by the group for his / her work and for sharing and inviting everyone in to his/ her classroom. Initial informal warm feedback can be shared by the group

EXPLORE PHASE:

1. Participants will observe the entire lesson, focusing on the area they were assigned (eg. a particular student's thinking and actions). Teachers will record low inference, data based notes during the lesson.
2. The facilitator will share the highlights from the standards and the pre assessment misconceptions from the first session.
3. The facilitator will lead the group through the protocol for sharing feedback and low inference notes from the lesson.
4. The participants will share evidence of teaching strategies and particular examples of students' understanding of the concept.

ADVANCING QUESTIONS:

1. *What did you see / hear / notice that let you know that students in the class understand the enduring understandings that were intended for this lesson?*
2. *What specific questions allowed students to make connections, make sense of the content and or begin to generalize their understanding?*

SHARE / DISCUSS / ANALYZE PHASE:

The participants will share out their reflections from the experience of the study group and will give warm and cool feedback to the facilitator. All participants will complete an evaluation form.

CLOSURE (CONNECTIONS TO THE CLASSROOM):

All participants will consider what next steps they will take in their classrooms based on the three week study group session. They will all leave with a plan of implementation and will be responsible to share out their progress when the group meets again.

MATERIALS:

- Guidelines / Expectations (PD Team)
- Notes from the observation
- Danielson rubric
- Lesson Plan Draft / Task / Rubric