Lesson Study: A Pilot Project in Dubuque, Iowa
http://web.loras.edu/lessonstudy

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Development of Student Achievement (TIMSS)
Asian Classroom

- confident students
- working hard
- having fun
- challenging problems
- excited about learning
- sharing learning
Asian Classroom

- working on problems:
  - individually, then
  - in groups, then
  - selected students present solutions
Teachers’ Activities to Improve Instruction

SOURCE: Catherine Lewis
http://www.lessonresearch.net
Lesson Study in Japan

- Step 1: Define the problem.
- Step 2: Plan a lesson.
- Step 3: Teach the lesson.
- Step 4: Group critique of the lesson.
- Step 5: Revise the lesson.
- Step 6: Teach the revised lesson.
- Step 7: Evaluate and reflect again.
- Step 8: Share the results.
The Dubuque Area Lesson Study Pilot Project

Participants:

- 32 teachers
- public and parochial
- K-6
- 11 buildings
- 3 Title I schools
- 11 teams of three
The Dubuque Area Lesson Study Pilot Project

Summer Institute:

- June 2002: 3 days on TIMSS, NCTM standards
- July 2002: Read *The Teaching Gap*
- August 2002: 3 days on the “nuts and bolts” of the Lesson Study process.
The Dubuque Area Lesson Study Pilot Project

2002-2003 school year:

- Weekly lesson study group meetings in school
- Full group meetings (2 in Fall & 2 in Spring)
- Keep in touch by email and Blackboard
- ICTM (February 2003)
- NCTM (April 2003)
- Lesson Study Fair (May 15, 2003)
June Workshop

What does the research say?

NCTM, TIMSS, Liping Ma, etc.
We explained the project and did some pre-testing. Then we introduced the teachers to the NCTM *Principles and Standards*.

The teachers were assigned a section of the Standards. They taught the section to the others and gave examples of lessons that would illustrate this section.
Participants examined data such as ITBS and school improvement plans and brainstormed problems that their students were having in the area of mathematics.

Problems included everything from basic facts and parent involvement to lack of persistence in problem solving.
Lesson study = Action Research + Collaboration
The teachers were sent home with the book *The Teaching Gap*. They were to read the book and post comments on Blackboard.
August Workshop

What will Lesson Study look like in your school?
Teachers met to plan a lesson to teach. The lesson was to address the problem they had identified in June.
Plan Form

Dubuque Area Lesson Study Pilot Project

DRAFT: 1/27/03

Location:

Lesson Study Lesson:

Teacher:

Date:

Time:

Grade Level:

Total Number of Students:

Student Profile (Sex, Ethnicity, etc.):

Materials Required:
Technology Required:

Required Textbooks or Workbooks:

Required Handouts:

Background Knowledge Required:

Later Work Facilitated by Lesson:

Goal of the Lesson Study Group:

Objective for the Lesson:

Student activities. Expected student responses, questions, and misconceptions.

Teachers response to student reactions. Things to remember.

The students arrived!

It wasn’t the perfect situation, but it did give the participants a chance to practice the process.
One teacher from each group taught the lesson while the others observed.
After the lesson, the teachers debriefed and made plans for weekly lesson study meetings in their school throughout the school year.
2002-2003 School Year

The Lesson Study Process: Introduction to Multiplication

3rd Grade
Teaching the Lesson:
Debriefing

Teachers met after the lesson was taught to discuss how it went. It is important for teachers to meet as soon after the teaching as possible.
The blackboard is an important teaching tool in Japan. Debriefing in the same room allows teachers to discuss the work on the blackboard.
Progress Report

- Most teams meeting an hour a week
- Most teams have finished 2-3 cycles
- Most teams are collecting data
  - Video
  - Audio
  - Photographs
Progress Report

- Most teams are collecting data
  - Lesson Plan forms
  - Observation Notes
  - Student Work
Anonymous Feedback from Teachers

Continue next year?

- 1/3 yes
- 1/3 maybe
- 1/3 no
Anonymous Feedback from Teachers

“Working with others and just talking about math has been great.”

“It has made me more aware of how I’m teaching math.”

“The collaboration of teachers has been great. Working together to perfect a lesson has been an eye-opener.”

“It has helped me tremendously in my lesson planning.”
Anonymous Feedback from Teachers

“It was great making this a priority!”

“Excitement/enjoyment of students. Feel like I am learning from this. Challenging at times.”

“I can’t wait to teach the polished lessons again next year.”
Issues / Opportunities

- Time/Scheduling
- Interruptions
- Different Buildings
- Different Grade Levels
- “Knowledgeable Others”
- Research Piece
- Electronic Communication (email, Blackboard)
Issues / Opportunities

- Competing programs (e.g. Reading)
- Lesson Plan forms
- “Teachable Moments”
- Engaging Principals
- Engaging Parents
Issues / Opportunities

- Assessment
  - BRS
  - ITBS
  - Attitude Survey
  - Control group???
Issues / Opportunities

• “Doing Lesson Study” versus “Doing Lesson Study well.”

• Blackboard work

• Note-taking

• Neriage = “lifting”
Issues / Opportunities

- Preservice / Inservice
- Seating chart
- Standardized tests
- Focussed curriculum
- Standardized curriculum