Lesson Study Protocol for \([T^3AH]\) Teaching Teams: An Overview

A **Lesson Study** is a professional development opportunity for teams of teachers to collaboratively discuss and plan with one another. A Lesson Study presumes that teachers are professionals and have a wealth of talents, experiences, and background knowledge to bring to a discussion in order to improve student achievement through enhancing instruction.

The **expected outcome** of a **Lesson Study** is to produce one collaboratively planned American history lesson for the fall semester based on Houston ISD district objectives and the district-wide scope and sequence for the appropriate grade level. All members of the **Teaching American History teacher team** will teach, critique, and refine the lesson and then post the refined product on the grant website for use by other teachers.

A necessary component of a **Lesson Study** is that this collaboration is guided by a **facilitator**, and a protocol is used to give structure to the **Lesson Study** process. The protocol offered in this document is a suggested structure for guiding the planning and discussion in a professional and safe environment.

**Lesson Study Cycle**

1. The **Teaching American History teacher team** collaboratively plans one American history lesson based on the state/district curriculum guidelines, objectives, and pacing. The collaboratively planned and researched lesson **MUST** include the use of primary sources and engaging strategies to involve students in *doing* history rather than *listening to* history. Each team will receive the **Lesson Study planning template** online.

2. During the school-year [preferably first semester or early second semester], one member of the **Teaching American History teacher team** teaches the collaboratively planned lesson and other members of the team plus at least one representative of the Grant Planning Team **observe** that lesson, focusing on student work, talk, and product.

3. Following the teaching, members of the **Teaching American History teacher team** and other observers debrief, using the **Lesson Study Debrief Protocol** which focuses on student learning.

4. As a group the **Teaching American History teacher team** then refines the lesson using the debrief data. Then **everyone** on the **Teaching American History team** teaches the refined lesson in their individual classrooms, reflecting independently on their own work.

5. **Teaching American History team** members then debrief the **Lesson Study** process and post the refined lesson on the grant website [specifics to follow…]
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Lesson Study Observation/Debrief Protocol

During the Summer History Institute and following months, the Teaching American History teacher teams collaboratively plan one lesson based on their own interest and district/state curriculum guidelines. The debrief protocol, including assigned roles, is described below:

- **The Teacher**: one member of the Teaching American History teacher team volunteers to teach the collaboratively developed lesson.

- **The Facilitator**: NOT a member of the Teaching American History teacher team. For example, one of the UH partners/grad students or HISD social studies department or someone from the host school may serve as facilitator. The facilitator will guide the debrief discussion and will keep the team focused.

- **Other members of the Teaching American History teacher team and additional grant observers**: Each is assigned to specific observation role BEFORE observing the lesson – one teacher might record student responses during discussion, another might listen for evidence of higher order questions, a third might focus on the responses of one or more specific students that the lesson targets – i.e., the response of traditionally under motivated students or special populations, or perhaps each member will observe one or two collaboratively groups students.

- **A recorder**: Assigned to record the debrief discussion.

- During the debrief facilitator reminds the Teaching American History teacher team that the purpose of the debriefing is to critique the work of the group—the lesson design (not to critique the efficacy of the individual teacher). Each member of the Teaching American History teacher team will offer feedback ONLY on their area of responsibility as it relates to the lesson. For example if the responsibility was to watch for student questioning/responses, then those debriefing comments must be related only to that aspect of the lesson.

The following questions can guide the feedback process:

- What did you see that worked well/or was good for students?
- What challenges did you see in the lesson design as it was presented?
- What needs to be revised in the lesson design?
- What did we learn about our work today?