

A **Lesson Study** is a professional development opportunity for teams of teachers to collaboratively discuss and plan with one other. 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...]

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?