



# COLLABORATIVE PRACTICE

## Lesson Study/Learning About Learning

### Overview of Options

One of the Eugene School District 4J board goals is to build staff capacity to perform at high levels. Collaborative practice is a strategy the district is using to build capacity and encourage teachers to work together toward improved student achievement.

During the 9 weeks for PE and Music, each classroom teacher will need to engage in collaborative practice for a minimum of 4 weeks.

#### What is collaborative practice?

Collaborative practice means that at least two teachers are engaged in examining their practice in order to become more effective instructors. Examples of collaborative practice are lesson studies, instructional networks, data teaming, action research, and team teaching.

#### Collaborative Practice Elements

- *There are at least two teachers.*
- *These participate to learn more about their instructional practice together.*
- *Their goal is to enhance or refine their teaching.*

#### Lesson Study

Lesson study focuses on what teachers want students to learn rather than on what teachers plan to teach.

#### Steps in the lesson study cycle

Typically teachers develop and carry out lesson studies by taking four main steps:

##### 1. Goal setting and planning

*Teachers identify a goal or goals for student learning and collaboratively plan a lesson designed to accomplish these goals. They answer the question: What do we want students to know and be able to do at the end of the lesson? They determine what type of data will be collected (e.g., student responses, teacher questions, etc.).*

##### 2. Lesson study

*One team member teaches the lesson in the classroom while other team members observe and collect data that is evidence of student thinking, learning, and engagement. They do not judge or evaluate.*

##### 3. Lesson debrief

*Team members share the data collected during the lesson as it relates to student thinking, learning and engagement. They may decide to refine the lesson and repeat the steps of teaching the lesson and discussing evidence gathered.*

#### Lesson Study Cycle Overview

1. *Form a lesson study team.*
2. *Focus the lesson study.*
3. *Plan the lesson that will be studied.*
4. *Prepare for the observation.*
5. *Take turns teaching and observing the lesson.*
6. *Debrief after each person teaches the lesson.*
7. *Reflect, discuss, make changes, and plan next steps.*

#### 4. Consolidation of teacher learning

*Individual team members each write a reflection that includes a description of the lesson plan, the methodology used for collecting evidence, the collected data, student achievement or understanding of presented lesson, and what the teacher learned. At the end of the 9 weeks, teachers will share their reflections and experience with their principal and other interested teachers.*

### **Learning About Learning Collaborative Practice**

Learning About Learning collaborative practice includes an essential question or problem of practice, classroom observation, observation debrief, and a plan for next level of work. This work extends that of the Learning About Learning Networks in place in schools. For more information is helpful to read chapter two of the book **Instructional Rounds**

### **Steps in the Learning About Learning Collaborative Practice cycle**

The cycle includes the following four steps:

1. Essential question/problem of practice

*Team identifies an essential question/problem of practice that focuses on the instructional core and is observable and actionable. They determine what type of data will be collected based on the essential question/problem of practice (e.g., student responses, teacher questions, etc.).*

2. Classroom observation

*Observation team collects data that is descriptive (not evaluative), specific, about the instructional core, and related to the essential question/problem of practice. The team does not judge or evaluate.*

3. Observation debrief

*Observation team shares and analyzes the data that was collected. The team looks for patterns and predicts what students are learning.*

4. Consolidation of teacher learning including next level of work

*Individual team members each write a brief report that includes the essential question/problem of practice, the methodology used for collecting evidence, the collected data, reflections about what they learned, and suggestions for the next level of work.*

*For the lesson study*

1. "Why Lesson Study"? by Patsy Wang-Iverson, <http://www.rbs.org/Special-Topics/Lesson-Study/Lesson-Study-Conference-2002/Why-Lesson-Study/207/printstyle--true/>
2. "Lesson Study: Teachers Learn How to Improve Instruction" by Joan Richardson, <http://www.learningforward.org/news/tools/tools2-04rich.cfm>

*For the Learning About Learning collaborative practice*

3. "Learning From Instructional Rounds" by Liz City, *Ed Leadership*, October 2011.  
*Contact Larry Brown in the Instruction Department to receive a copy.*