

## **UCLA LESSON FOR STUDY (Draft)**

About Lesson for Study: The UCLA Lesson for Study model provides an opportunity for teachers to collaborate on an in-depth look at one particular lesson. With a facilitator, teachers receive intensive professional development instruction (if needed) on a lesson for which they would like to present to their students. The facilitator then leads the participants through a comprehensive planning session, working out all relevant details of the lesson in preparation to teach it to select groups of students. Multiple class periods are chosen, and teachers take turns with instructing the students, with ample debrief time given to discuss details of the lesson between or after teaching segments. Participants are expected to focus on specific parts of the planned lesson, assessing what works and what needs revising in order to enhance and improve the lesson. Special care is made to provide a professional, respectful environment so that the focus is on the collaboratively planned lesson, not the individual instructors. A final debrief is recommended so that participants may reflect on the entire experience and plan ahead for appropriate next steps. Participants must commit to the entire process.

Note: The UCLA LFS model is inspired by the Japanese Lesson Study model.

Goals: Teachers are expected to learn more about mathematics and the teaching of mathematics in a collegial environment, and to continue this process in the future

- Create a safe, productive atmosphere which lends itself to collaboration
- Provide opportunities for teachers to learn more, and more deeply, about the mathematics that they are already expected to teach
- Learn and practice effective pedagogical strategies
- Help teachers become future, consistent practitioners of the LFS process at their site

Part 1 - Professional Development: The leader/facilitator provides an opportunity for teachers to experience the lesson as learners. The topic should be chosen by the teachers and the lesson should be appropriate and timely for their students. There is an expectation that students will experience this lesson in the immediate future.

- Facilitator assists teachers in choosing a topic and lesson
- Facilitator presents the lesson to teachers
- Teachers have ample time to explore the lesson as learners
- Facilitator checks for understanding
- All participants agree to time and place for planning of the lesson

Part 2 – Lesson Planning: The facilitator guides the participants through the Planning Worksheet. There are two main areas on which to focus, namely (1) what teachers want students to focus on, and (2) what teachers want teachers to focus on.

(1) Student focus (includes modifications, changes, etc to existing lesson)

- Examples
- Practice problems
- Homework
- Questions asked during course of lesson
- Student groupings (if any)
- Special needs considerations

(2) Teacher focus

- Who will teach (pairs are recommended)
- Who will observe
- How are teaching duties split up
- What will observers roles be
- If more than one teaching session, how will duties rotate
- What teaching practice will be used as a professional growth opportunity (for example, practicing a new questioning strategy)
- How will observers gather evidence of what is occurring during the lesson

Part 3 – Teach/Debrief: Teachers meet at agreed upon classroom to teach the lesson as planned. After one or two periods, there must be time to debrief the lesson. At least one more teaching opportunity is recommended after debriefing so that revisions to the lesson may be practiced and observed.

- The lesson is taught as planned
- Observers gather evidence as planned
- Facilitator leads participants through debrief process

LFS Debrief Talking Points:

- Which parts of the lesson worked as planned (examples, problems, sequencing, pace, questions, grouping arrangement)? Provide evidence.
- Which parts did not work? How should they be changed? Should they be omitted? Be specific.
- What surprised, interested, or impressed you? Provide details.
- Did predicted misconceptions actually arise? How were they addressed?
- Did other misconceptions arise? How were they addressed?
- Did teachers practice the new teaching strategy?

Part 4 – Follow-up teaching and Final Reflections: Teachers may now use the refined lesson for their classes. This will give them more experience with it, and they can use these experiences to share with colleagues in a final reflection. Teachers should also discuss the next logical steps in their curricular planning.

- Teachers teach the lesson to their own classes. Taking notes would be wise.
- Teachers meet to discuss experiences. Teachers may meet in pairs or smaller groups if desired before meeting in a larger group setting.
- At some point in the debrief process it is recommended that teacher write a reflective piece individually. This may include their overall reactions to the

process and specific thoughts about individual parts along the way. They should consider writing about affects the LFS process might have on their long-term teaching goals and growth as a professional.

- Discuss immediate future curricular plans that follow this event.
- If possible plan another LFS event in the future.

### **LFS PLANNING WORKSHEET**

Lesson name/topic:

Big idea:

Unit or cluster in which it belongs:

Semester/quarter/trimester in which it belongs:

Prior knowledge necessary:

Typical student misconceptions:

Elements from original lesson to modify, change, omit:

Warmup

Introduce

Explore

Summarize

Closure

Student seating or grouping:

Lesson structure and delivery style:

Special needs to address:

Teachers' strategies to assess student understanding:

Teaching strategy for professional growth to address:

Periods/times lesson will be taught and who will be teaching which class:

Observers' roles (allowed to help with instruction, or only collecting evidence)