



'How-to' Guide LESSON STUDY

Practical
professional
development
for teachers

WHAT IS LESSON STUDY?

- a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons
- focused on addressing an identified student learning need or pedagogical challenge
- aims to provide a process for teachers to examine their practice in order to improve their impact on student learning

WHAT ACTIONS ARE INVOLVED?

PHASE 1



Plan the lesson

- focus of the lesson study is defined using identified student needs or pedagogical challenge
- teachers work collaboratively to draw up a detailed lesson plan
- may use backward design - start with the clarification of the learning goal, then design of instructional experiences that lead to the desired outcome

PHASE 2

First classroom observation

- the plan is used by one teacher to teach the lesson
- group members observe the lesson and take notes, with a focus on what the students are doing and understanding



PHASE 3



Post-observation discussion

- group meets to discuss observations
- discussion is focused on data collected and notes recorded
- lesson plan is revised and amended based on the group discussion



PHASE 4

Second classroom observation

- a different group member teaches the revised lesson plan with a different class
- group members observe and take notes, with the focus on what the students are doing and understanding



PHASE 5

Final discussion

- group meets again to discuss both observed lessons including differences, similarities, and changes
- a group report is produced outlining teacher learning and achievements in relation to identified student learning needs
- outcomes are shared with other teachers in the school

WHY LESSON STUDY?

- fosters the development of a common understanding of what good teaching practice looks like
- focuses discussion on planning, implementing, observing and reflecting on classroom practice
- enables collaboration with colleagues
- supports teachers to become more attuned to how they structure lessons in their class and the impact of their teaching on students



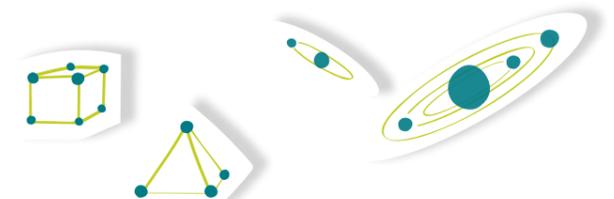
WHAT ARE THE KEY ELEMENTS?

- groups are led by teachers
- groups are unobtrusive observers in the classroom/s
- an observation of student learning, not an evaluation of the observed teacher
- a commitment to collaborative learning that takes into account the school context and professional learning culture, the experiences of teachers and the needs of students
- can be undertaken as frequently as desired



WHAT DO I NEED TO CONSIDER?

- completion of a single cycle can be time-intensive > reviewing and revising school structures may be necessary to provide sufficient professional learning time to complete Lesson Study



Where can I find out more?

[Lesson Study](#) (Lesson Study Research Group, Columbia University)
[Lesson study guide](#) (Cerbin and Kopp, 2011)

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