

## Lesson Study Protocol<sup>1</sup>

### I. Plan the Lesson:

Date and time the lesson will be taught: \_\_\_\_\_

Instructor: \_\_\_\_\_

Classroom: \_\_\_\_\_

Goal of the lesson study group:

Situate the goal within a sequence of learning:

Set the context of the lesson:

Create the lesson and use the Checklist to Guide Mathematics Lesson Development (#6).

### II. Observe the Lesson:

- a. Support the natural atmosphere of the classroom.
  - Arrive early and stay in the classroom during the entire lesson to capture how the lesson is set up, its flow, and the conclusion.
  - Minimize your interactions with students so as not to disrupt them.
  - Circulate freely when students are working individually or in groups (if you cannot hear students or need to see their work); otherwise, move to the side or back of the room during whole-class discussion.
- b. Make observations about the lesson plan itself. That will help you focus on the goals and activities of the lesson as well as facilitate feedback and reflection.
- c. Assume the role of a researcher—collecting data on the lesson—rather than an evaluator of the teacher teaching the lesson.

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<sup>1</sup> Ertle, B., Chokshi, S., and Fernandez, C. (2002). Lesson Study Tools. New York: Columbia University/Lesson Study Research Group. Retrieved September 11, 2009

Makoto, Y., Chokshi, S., and Fernandez, C. (2001). Sample Lesson Plan Format. New York: Columbia University/Lesson Study Research Group.

**III. Debrief the Lesson:**

- a. Within days of the observation, reassemble the group to discuss the lesson and share your observations.
  - Were the lesson goals clear?
  - Did the lesson sufficiently target the college and career readiness standards (the student knowledge and skills that are the focus of the lesson goals)?
  - Did the activities support achieving the goals?
  - Was the flow of the lesson coherent?
  - What did student responses, presentations, or discussions indicate about what they were learning?
- b. Give the instructor who taught the lesson the first opportunity to offer reactions to the lesson.
- c. Comment on specific aspects of the lesson and support feedback with concrete evidence.
- d. Revise the lesson based on the observations and analysis, and select another member of the group to teach the revised lesson.
- e. Debrief again after the revised lesson is taught and observed.
- f. Report on what students have learned.