

## Cycle Phases 3, 4, 5

In Phase 3, Teach and Observe, this is the one I'm really looking forward to observing and going into classrooms and seeing students. The first thing that's going to happen is the group needs to select a teacher to teach their students, which can be a little scary, but it's important to note that during the lesson observation, again, it's all student-focused, and the lesson that the teacher is doing was designed by the group, so the group owns the lesson. The teacher is just being the person that delivers the created lesson.

For this project, we're also going to be videotaping these lessons and making them available online. It's also a great way for the teacher that was instructing during the lesson to reflect and see what they may have said or done, as well, just as a great reflection tool.

There'll be a number of observers in this phase that go and observe the lesson being taught. There's going to be the Lesson Study group members; if there's other Lesson Study groups on campus, they may attend; administrators may also attend; instructional coaches; and a "knowledgeable other," which gets talked about a lot in Lesson Study.

The "knowledgeable other" is typically someone who has a strong background in whatever content knowledge the lesson is focused on. This may be university staff, or it could be an instructional coach as the knowledgeable other, but someone who hasn't been tied to the lesson proposal but also knows a lot about content and a lot about instruction.

During this lesson observation, one of the most important components is collecting data. The data can be on a specific student; data being taken on small groups if the lesson includes group work; or it could be whole class, and I'll give you examples of each.

Specific students—typically in the lesson study observation, one of the Lesson Study group members will have identified a student that's below grade level, a student that's at grade level, and a student above grade level. During the lesson observation, one person will observe each student the entire time. So, if I'm a teacher and I'm assigned the student that was below grade level, I'll be taking data from the start of the lesson to the end of the lesson on that one student to see how their learning progresses throughout the activities and throughout the lesson. If you have a high population of ESL students, or if you have students that are identified under 504, you might have data being collected on those students as well.

For the whole class data, that is someone who their goal is to gauge how the entire class is doing as a whole. For example, 13 students finished early and didn't know what to do next, or 20 students filled out the worksheet correctly but only 5 students understood the objective. They're kind of trying to gauge the entire class's understanding.

The next phase, Reflect and Revise, typically occurs right after Phase 3, and it's the whole group debrief. In the whole group debrief, it starts by the teacher that taught the lesson reflecting. Then, the other lesson group members give comments, and then it's opened up to the guest observers who were also there to collect data, and they share their data with the group. Then, the knowledgeable other gives final comments.

Teachers then take that feedback and work separately, but work together, after the others have left, discuss the comments from the debrief, and then make any revisions to the lesson.

Now, one thing to note is down here I have optional to repeat steps 3 and 4. Our plan for this project, because I think it occurs frequently, is that after teachers receive that feedback, they want to revise it and teach it again. So, we're going to give them the opportunity to revise their lesson. Another teacher will instruct the created lesson proposal with the revision, and the group collects data again, and then debriefs and makes any final revisions that they'd like to make.

The final phase, which I think is very important because teachers are going to be doing some amazing work and we want to get that information out there, so one thing to start at the campus level, is we're hoping that they share resources and experiences among each other. Whether that's posting the lesson proposal in the teachers' lounge, or sending it out in an email maybe with some photographs of the students doing the lesson, or even presenting some of their work at a staff meeting. As I mentioned earlier, we're also going to be posting it on the Texas Gateway, and we will be posting the lesson proposal, any supplemental materials, and the edited video.

Finally, we're hoping that we can build a network of resources both among service centers, among our facilitators, and among groups, and we hope that everyone uses each other as a resource.