

Portland State University

PDXScholar

Curriculum and Instruction Faculty Publications
and Presentations

Curriculum and Instruction

6-28-2013

Engaging Middle Level Teachers in Literacy Through Lesson Study

Susan J. Lenski

Portland State University

Micki M. Caskey

Portland State University, caskeym@pdx.edu

Follow this and additional works at: https://pdxscholar.library.pdx.edu/ci_fac



Part of the [Curriculum and Instruction Commons](#)

Let us know how access to this document benefits you.

Citation Details

Lenski, Susan J. and Caskey, Micki M., "Engaging Middle Level Teachers in Literacy Through Lesson Study" (2013). *Curriculum and Instruction Faculty Publications and Presentations. 2.*

https://pdxscholar.library.pdx.edu/ci_fac/2

This Presentation is brought to you for free and open access. It has been accepted for inclusion in Curriculum and Instruction Faculty Publications and Presentations by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Engaging Middle Level Teachers in Literacy through Lesson Study

Susan Lenski sjlenski@comcast.net

Micki Caskey caskeym@pdx.edu

www.teachers.ed.pdx.edu

Portland State University, Oregon

International Reading Association

May 5, 2008



"Winging it will be my lesson plan for today"

Purposes of Workshop

- To introduce participants to the research and background of the Lesson Study approach
- To show how Lesson Study can be used for teacher candidates, new teachers, and literacy coaches
- To illustrate the components of Lesson Study in middle grades
- To provide an opportunity to collaboratively develop a Research Lesson

Lesson Study

- Lesson Study is collaboratively designed lesson that details teachers' roles, students' responses, and observation.
- The purpose of Lesson Study is not merely to devise a great lesson. It's to explore new ideas with colleagues and grow from the experience.

Lesson Study

1. STUDY

Consider long term goals for student learning and development

Study curriculum and standards

2. PLAN

Select or revise research lesson

Do task

Anticipate student responses

Plan data collection and lesson

3. DO RESEARCH LESSON

Conduct research lesson

Collect data

4. REFLECT

Share data

What was learned about students learning, lesson design, this content?

What are implications for this lesson and instruction more broadly?

Professional Development

Traditional

- Begins with answer
- Driven by expert
- Communication
trainer -> teachers
- Relationships hierarchical
- Research informs practice

Lesson Study

- Begins with question
- Driven by participants
- Communication among
teachers
- Relationship reciprocal
- Practice is research

Two complementary grants

- Carnegie Corporation
 - Redesign secondary teacher preparation so that new teachers have a strong background in literacy
- University/School Partnership
 - Use Lesson Study approach to help teachers incorporate literacy in content area teaching

Purposes of grants

- To improve literacy learning of students through classroom instruction
- To develop communities of practice within schools and among school partners
- To develop a network of teacher candidates and teachers interested in improved instruction for adolescents.

Teacher Candidates, Literacy Coaches

- Added Lesson Study experiences to
 - Content Area Reading course,
 - Language Arts methods, and
 - School Reading Program Leadership
 - Teachers share lessons at June symposium

Five Partner Schools

In Four School Districts...

Coos Bay School District

Jefferson County School District (Madras)

Portland Public School District

Albany School District

Coos Bay School District



Sunset
Middle
School

Jefferson County School District

Jefferson
County
Middle
School



Portland Public Schools

George
Middle
School

Tubman
Young
Women's
Academy



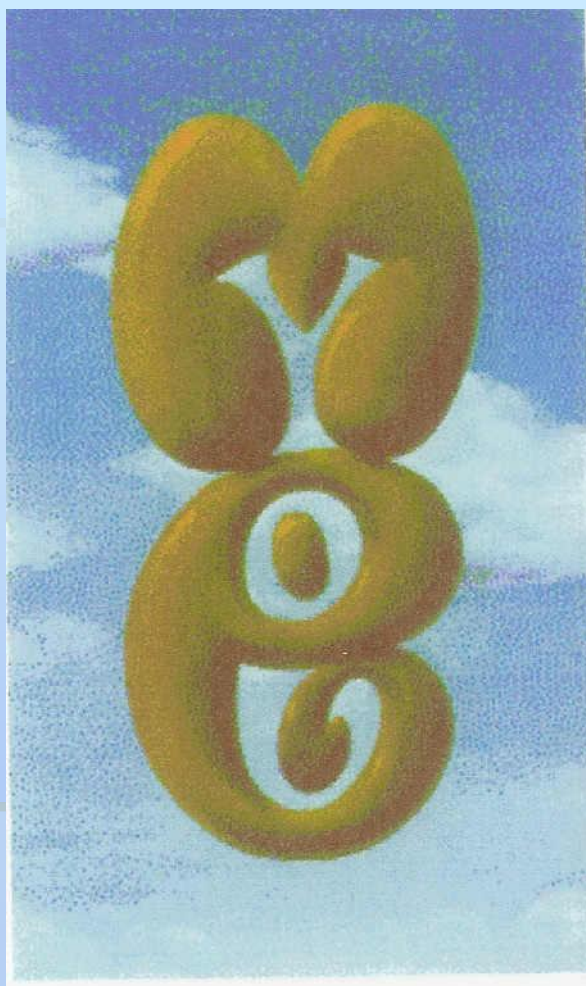
Albany School District

Memorial Middle School



What Teachers Do...

- Develop one or more lesson plans that incorporate some type of literacy.
- Use the Lesson Study design.
- Have one or more colleagues observe your lesson.
- Revise the lesson.
- Possibly teach the lesson again. Submit it for the website.



Developing a Research Lesson

Steps in the Research Lesson	Teacher Actions	Predicted Student Actions	Observations of Students

Lesson Study

1. STUDY

Consider long term goals for student learning and development

Study curriculum and standards

2. PLAN

Select or revise research lesson

Do task

Anticipate student responses

Plan data collection and lesson

3. DO RESEARCH LESSON

Conduct research lesson

Collect data

4. REFLECT

Share data

What was learned about students learning, lesson design, this content?

What are implications for this lesson and instruction more broadly?

Contextualizing the Research Lesson

- Connect the current lesson to bigger ideas, themes, or concepts.
- How does this lesson fit into a larger unit?
- What are the purposes of the lesson?
- What goals or standards will be addressed?

Steps of the Research

Lesson: Adapt as Necessary

- Connect to goals, previous learning, and standards
- Introduce the new concept
- Demonstrate, model, and/or explain the new concept
- Engage students in learning the concept
- Give students opportunities to practice
- Have students share or apply the new learning
- Summarize the lesson

Teacher Actions

- Script as closely as possible what teachers do during the lesson.
- Write down verbatim some of the teacher directions to students.
- Include some aspect of literacy in the lesson.

Research Lesson Steps	Teacher Actions: What the teacher is doing.
Connect the lessons to goals, previous learning, and standards.	Tell students to spend five minutes reviewing their Post-it notes from the talk back to the text exercise from yesterday. Reread them, answer questions, or add thoughts.

Your Turn

- Get into small groups
- Select one of the texts
- Think about a lesson to teach
- Identify concepts, standards, strategies, and/or ideas to teach
- Write the teacher actions in all of the components of the lesson

Predicting Student Actions

- Write down what you expect students to do. Should they “turn and talk,” get in small groups, write, complete a task?
- Predict student questions and other obstacles to learning. List some of them.
- Students will always surprise you and do the unexpected so include Plan B in some cases.

Observing Students

- Partners observe **students** during the lesson demonstration
- Think about what can be observed and evaluated
- Think about how to determine student learning

Lesson Observations

- Student engagement
- Student behavior
- Student learning
- Student products

Observation Example

- At Task Observation
- A= At Task
- B= Stalling
- C= Schoolwork other than requested
- D= Out of seat at inappropriate time
- O = Talking to others at inappropriate time or unrelated subject matter or off task

JCMS Chart

Time	Location	Purple	Green	Red	Blue	Comments
10:19	desks	A	A	A	A	
10:25	desks	A	A	A	A	
10:40	poster	A	O	A	A	One student not focused

Student Actions & Evaluation

<p>Student Actions: What the students are doing and/or expected student responses.</p>	<p>Evaluation: What data are you collecting? How will you collect it? What is the purpose for the data being collected?</p>
<p>Students will open texts, look through notes, make some notes. Some talking among peers is expected, but it shouldn't interfere with overall learning.</p>	<ul style="list-style-type: none">* # of students engaged in tasks* # of students talking with peers and/or disrupting others <p>Collected through observation for the purpose of determining if students are on task</p>

Your Turn

- Add the student actions one the lesson chart
- Discuss how to evaluate student learning
- Develop observational protocol

Debrief and Reteach

- Debrief as soon as possible after the lesson.
- At the debriefing, teachers discuss what the observers saw.
- Teachers discuss what went well and what needs changing in the lesson.
- They discuss what they could do differently.

Teach Again (Maybe)

- Teachers might teach the lesson again with another class or another teacher.
- When the lesson is revised, teachers submit it to the Content Area Teachers' Network website.

Finding Time

- Funding for:
 - Teacher stipends
 - Substitute teachers
 - Planning time
 - Travel to see partners teach
 - Travel for teacher candidates to observe Lesson Study
 - Symposium in June

Finding Time

- Common Planning Time
 - Inservice days
 - Before and after schools
 - Evening before lesson
-

June Symposium

- Teachers from five partner schools will demonstrate their Research Lessons
- Teacher candidates from secondary cohorts will present their action research

***Engaging Middle Level Teachers in
Literacy through Lesson Study***

Content Area Teachers Network

Web Site

Content Area Teachers Network

Consists of teacher educators, teacher candidates, teachers, and administrators working in partnership to improve adolescent literacy.

Contributes to and accesses resources from the Content Area Teachers Network Web site, www.teachers.ed.pdx.edu

Content Area Teachers Network

Network Resources

[Annotated Lessons](#)

[Exemplary Lessons](#)

[Lesson Study Plans](#)

[Program Syllabi](#)

[Researcher Bios](#)

[Teacher Research](#)

Related Links

[Carnegie Corporation's Adolescent Literacy Initiative](#)

[Graduate School of Education](#)

[International Reading Association's Position on Adolescent Literacy](#)

[Portland State University](#)

[Striving Readers Program](#)

[The Teaching Research Institute](#)

The **Content Area Teacher Network** consists of teacher educators, teacher candidates, teachers, and administrators working in partnership to improve adolescent literacy.



Content Area Teachers Network

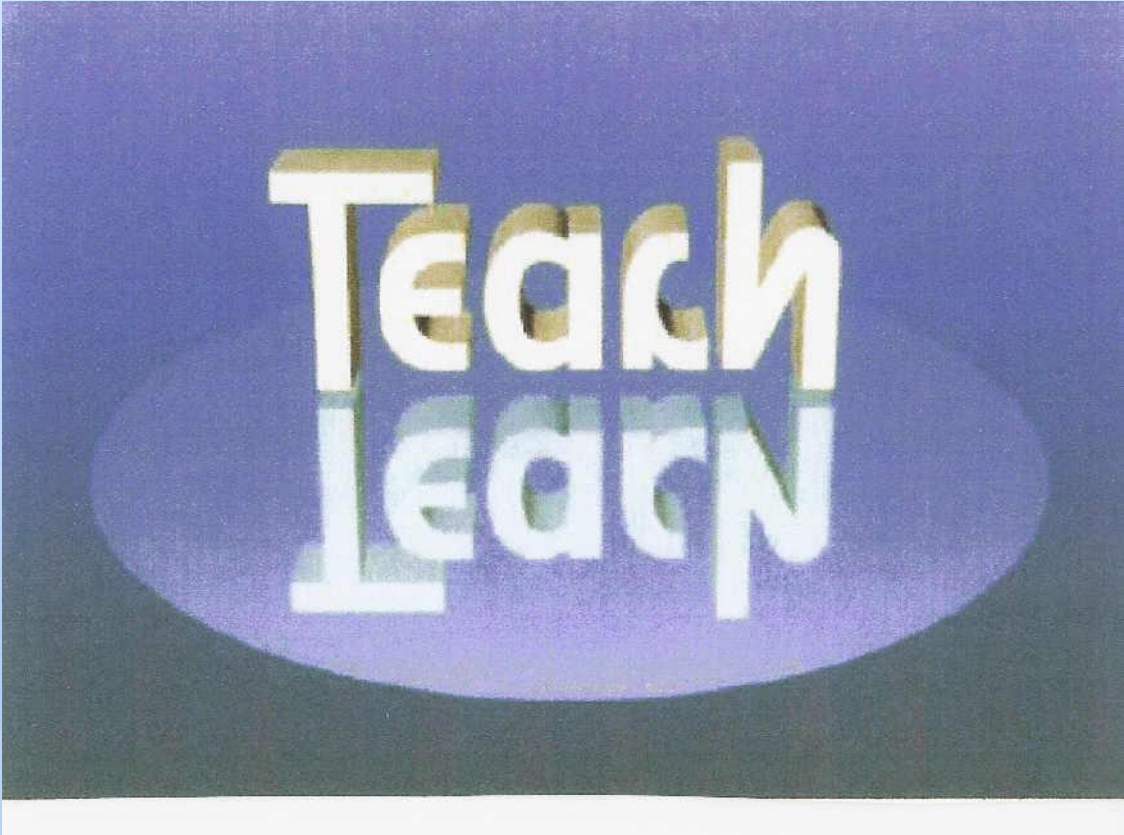
The website will include **Network Resources:**

- [Annotated Lessons](#)
- [Exemplary Lessons](#)
- [Lesson Study Plans](#)
- [Program Syllabi](#)
- [Researcher Bios](#)
- [Teacher Research](#)

Content Area Teachers Network

The website includes **Related Links**

- [Carnegie Corporation's Adolescent Literacy Initiative](#)
- [Graduate School of Education](#)
- [International Reading Association's Position on Adolescent Literacy](#)
- [Portland State University](#)
- [Striving Readers Program](#)
- [The Teaching Research Institute](#)



Teach
Learn

Acknowledgements

- This publication was made possible in part by a grant from Carnegie Corporation of New York and the U.S. Department of Education, Title IIA, University/School Partnership (USP) Program. The statements made and views expressed are solely the responsibility of the authors.
- Slides 5 and 18 from Cynthia Lewis
- Teachers: Gena Fitzgerald, Kaari Lorentson, Jenny Reuter
- PSU Teacher Candidates: Darek Ball, Joe Schaaf, Jamey Billig, January Morrison, Andrea Shunk, Fred Stamps