

UNIVERSAL UNITS

UNIT 9

LESSON STUDY

What the unit is about

See online resource: www.education.gov.uk/lamb/autism/lesson-study/intro

Lesson study is a process, which helps teachers, and others in schools to develop lessons and innovate new practices in order to solve classroom problems and in doing so, improve the quality of teaching, learning and achievement. This unit aims to provide you with all that you need to get started with the lesson study approach in the area of teaching pupils with the area of SEN you are studying. In it you will find both the rationale underlying the Lesson Study process as well as a step-by-step guide to planning its implementation. For a full introduction listen to the MP3 Audio clip “Lesson Study” before you begin the unit. It is extremely important that your school management support you in this process as it involves you working closely with colleagues over a period of time.

Listen to this clip: www.education.gov.uk/lamb/autism/lesson-study/about

Expected learning outcomes

As a result of studying this unit, you will:

- understand and be able to implement the lesson study approach in relation to the area of SEN you are studying
- understand why and how the lesson study approach is useful for school improvement and for addressing pupils’ specific educational needs with the area of SEN you are studying
- Develop an informed approach for addressing the needs of pupils with the area of SEN you are studying in your class

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context

- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:

www.education.gov.uk/lamb/autism/lesson-study/intro

Evaluating my progress

In order to evaluate your progress it is suggested that you keep a learning log after you complete each task. The log can be found towards the end of the unit booklet.

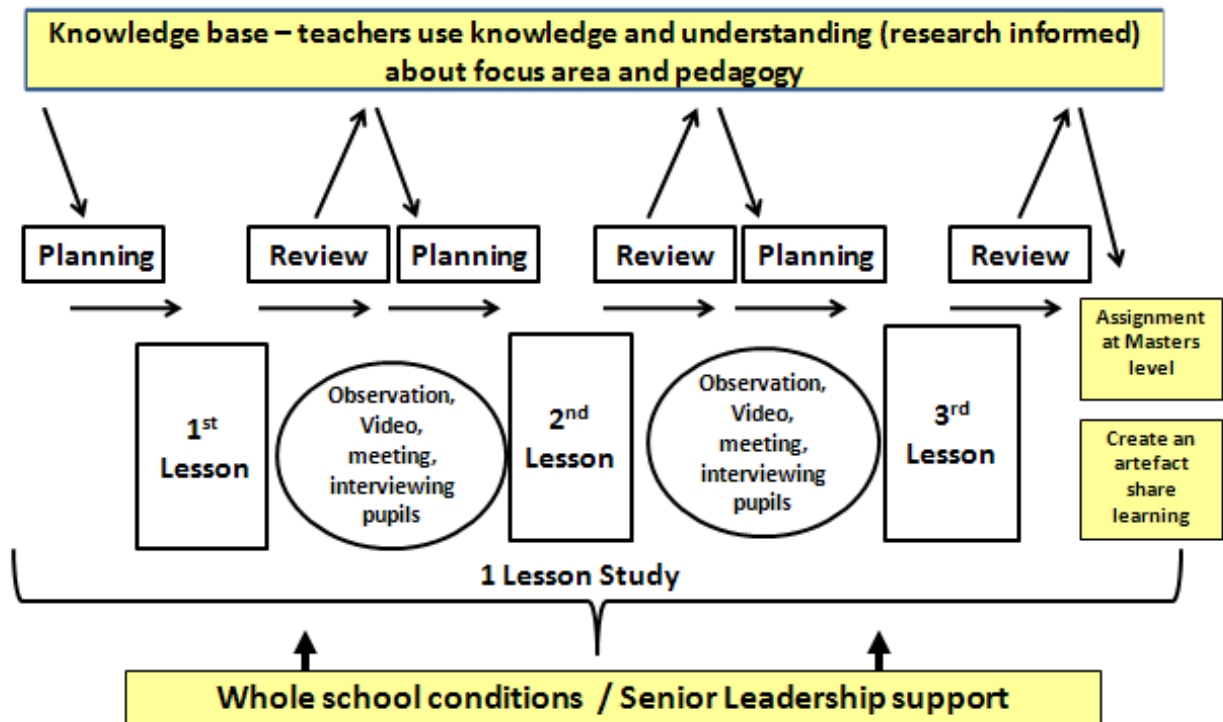
Learning progression

Estimated time	Task	Kind of task
1 hour	1. The lesson study process and core steps	Reading
2 hour	2. Getting the research focus right for MLD.	Reading and planning
4 hours	3. Lesson study preparation (Steps 1- 5)	Reading, reviewing and planning
3 hours	4. Lesson Study planning and delivery (Step 6 & 7)	Practice based
6 hours	5. Lesson study review meeting, further planning & delivery	Practice based

	(Step 8 & 9)	
4 hours	6. Lesson study dissemination (step 10)	Practice based

Knowledge base task 1

What does the lesson study process look like in practice?



See online resource: www.education.gov.uk/lamb/autism/lesson-study/process

What are the key steps to effective Lesson Study?

Step	What you need to do	What might help
1	Analyse your assessment data and observation information to sharpen the focus.	<ul style="list-style-type: none"> • Build a picture of progress and attainment in your selected class/teaching group by gathering evidence. • Decide which subject/aspect you are trying to improve – does the data support this choice? • Agree on a research question that looks something like: 'We want to learn how to

		improve the way we teach...X..Y..Z’.
2	Decide who you can work with to carry out the lesson study then set ground rules for assessed risk-taking and joint ownership of the research lesson.	<ul style="list-style-type: none"> Identify colleagues to work on the lesson study – 2 or 3 works well. It helps if there is some reason for you to work together e.g. common responsibility for a year group or has specialist knowledge.
3	Agree on the focus, methods, roles and rules.	<ul style="list-style-type: none"> Collaboratively plan the process and methods for the lesson study.
4	Find out what has worked for other students and teachers, look at the research.	<ul style="list-style-type: none"> In order to build on best practice, consider what information you need and what research evidence is available (this is where knowledge and understanding from research and development literature in the area of SEN you are studying will be useful and relevant)
5	Decide on the focus group of students.	<ul style="list-style-type: none"> Select the lesson study pupils (2-3 pupils); This may involve 1-2 in the specific area of SEN you are interested, but also others with some other difficulties/disabilities.
6	Together plan a study lesson with the focus group in mind	<ul style="list-style-type: none"> Decide what the children need to learn next and how this will be taught making use of the research findings.
7	Teach, and together observe and assess the learning of focus group	<ul style="list-style-type: none"> Gather and review evidence judge what progress the pupils make and what barriers to learning they encounter.
8	Review learning in light of planned learning outcome	<ul style="list-style-type: none"> Analyse evidence from the study lesson and the lesson review (knowledge and understanding (research informed) may be useful here too).
9	Together, plan, teach and observe further study lessons.	<ul style="list-style-type: none"> Plan the next lessons to extend or explore your ideas.
10	Decide how to share the	<ul style="list-style-type: none"> Review your own learning, update your

	learning and disseminate the approach to others	learning log and identify key findings to share with others.
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See online resource: www.education.gov.uk/lamb/autism/lesson-study/steps

Video related task

Watch the video clip “MLD - Lesson Study in Practice”.

See this clip: www.education.gov.uk/lamb/autism/lesson-study/in-practice

The teachers describe the outcomes of their chosen area of investigation, some of the steps along the way and how effective they viewed the lesson study process to be. Using the 10 point process above, note in your learning log how they tackled the 10 steps.

Knowledge base task 2

How do I get the research focus right?

One of the significant things about developing lessons using the Lesson Study approach is that the research question guiding the process always comes from the same point of origin. Because you know what practice you want to improve, your question can always be written as: ‘How can we improve the way we teach ‘X’?’ where X might be ‘...dialogic group talk for solving complex statistical problems’ or ‘...students to use differentiated investigation success criteria to help them plan and conduct an effective ratio investigation’. An important way of ensuring you have the right focus is to analyse your school performance data in order to be sure that the area you want to focus on developing is an area of genuine need.

‘If you want to build pedagogical knowledge, what could be more obvious than collaborating with fellow teachers to design and study lessons.’ Cerbin & Kopp, 2006

When planning to research effective strategies for students with (insert area of SEN) you may want to consider:

Research to investigate

Insert some references relevant to specific area of SEN that have been focussed on in other units of the module

You need to link back to the units that covered these aspects

Task 2

Following the suggestions above and links to relevant research, note down in your learning log your initial ideas for a research focus in your lesson study.

Task 3

Lesson Study tools and templates

This next section provides some tools and templates that you can use to help plan and conduct your Lesson Study. They are designed to provide you with ideas and frameworks for planning your Lesson Study, gathering data during the Lesson Study and capturing the professional learning outcomes and new knowledge generated by the study.

Step 1	Initial Thoughts and Planning
<i>In Step 1 you need to decide on your starting point for using a lesson study approach. Use the following questions as prompts. For example: 'Why did I want to be involved in this project?' 'What is it that concerns me about the learning of students defined as having (insert area of SEN)?' 'Which students am I really focusing on?' 'What do you need to do to build a picture of your pupils' progress and attainment and in what curriculum area/aspect?' 'What information is already available to help me plan how to make the best use of a lesson study approach?' 'In what curriculum area/aspect would you like to accelerate progress?'</i>	
My students (e.g. those with (insert area of SEN)):	
My concerns about their learning:	
My observations and questions:	
My picture of the pupils' progress and attainment:	

My available information/data:

I would like to accelerate progress in:

Step 2: Identify the members of your lesson study group

This step involves choosing your team of co-researchers. Here, you will need two or three people ideally with dedicated time and an interest in knowing more about the lesson study approach. The group can be made up of professionals other than teachers e.g. teaching assistants, specialist support teachers etc.. Try to ensure that at least one member of the senior leadership team is involved and the teachers have a mix of teaching experience.

Name of colleague	School Role	Lesson Study Role
1.		
2.		
3.		
4.		

Step 3: Agree on the focus, methods, rules and responsibilities

Use Step 3 to set the ground rules for assessed risk-taking and joint ownership of the lesson studies, where it is expected that learning is from, what goes wrong as well as right. The following ground rules are examples only: 'we shall remain accountable to our agreed focus and research question', we shall take risks and

accept that ideas will fail as well as succeed'.

What do we want the outcomes to be?	
What will be the success criteria?	
What are the questions we hope to answer?	
How will we collect evidence and record our progress?	
How will we capture our learning and create a log?	

Step 4	Research sheet – what has worked for other teachers and students?
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Step 4 encourages you to build on best practice.

What information can our colleagues contribute?	
What can we learn from the students?	
What research evidence is available?	
References and specific focus	
Which particular approaches are beginning to emerge as the ones we would like to build into our lesson study?	

To inform step 4 watch the video clip “Lesson Study” again, paying particular attention to the above points.

See this clip: www.education.gov.uk/lamb/autism/lesson-study/in-practice

Think about how you could follow a similar approach and note down in your learning log (Task 3) plans and ideas you could develop.

Step 5:	Connect with, and draw on, what is known about your focus before you start your work
List three key points you have built into your research lesson study design	

Task 4 Planning and delivering the first study lesson

Refer to the video and audio clips on Lesson Study and In your learning log note down any ideas you want to incorporate into the plan you develop.

Student Name	Reason for focus	Notes
1.		
2.		
3.		

Step 6:	Jointly plan a study lesson based on the needs of the case pupils
<i>Use step 6 to help you plan the first study lesson. Start by agreeing what you want the pupils to learn – and then each of the case pupils. Decide how this might be taught? Set out your lesson plan.</i>	
Preferred pupil learning:	
Possible teaching methods:	

Case pupil 1	
Strengths	
Weaknesses	
General notes	

Case pupil 2	
Strengths	
Weaknesses	
General notes	
Class name and key stage	

Complete the lesson plan

Curriculum / teaching area			
Intended learning outcomes			
Lesson study focus			
Plan for evidence collection			
Resources required			
Time	Teaching Activity	Student Activity	Evidence / observation focus

Step 7:	Teach, and together observe and assess the learning of the focus group
<i>Step 7 requires you to gather and review evidence that will help you to find out what and how the case pupils learn during the study lesson, what progress they make and what barriers to learning they encounter.</i>	
During the lesson	
After the lesson	

Task 5

In the following two steps you are asked to review your first study lesson by looking over the observation notes and thinking about any pupil comments which may have occurred during or after the lesson.

Once you have reviewed your initial study lesson, you can begin to plan the next lesson. In total three study lessons make one informed lesson study cycle.

There is a discussion of the review meeting in the film clip “Lesson Study”.

See this clip: www.education.gov.uk/lamb/autism/lesson-study/in-practice

Step 8:	Review learning in light of planned learning outcomes
<i>Here, the Lesson Study group needs to analyse information gathered during the study lesson as well as additional information from the lesson review, to evaluate how successfully the students learnt. This will mean a) discussing the lesson with the students in the focus group and b) meeting to discuss the lesson observations in detail, as soon after the lesson as possible.</i>	

What did we find out?

What progress are we making towards answering our initial questions?

Step 9:

Plan, teach and observe further study lessons

Step 9 enables you to plan the next lessons that will be used for lesson study to extend or explore your ideas, test your hypotheses, confirm your conclusions and build your evidence base.

**Step
10:**

Decide how to share your learning and disseminate the approach to others

In this final step, you should review your own learning, update your learning log and identify key findings to share with others. You may decide to plan a presentation e.g. PowerPoint using your plans, lesson resources, video clips, audio clips, or stills to illustrate the new practice you have innovated. Alternatively, you could create an artefact as an outcome of your work to enable wider learning with others. Use the discussion prompts below to help you record the professional learning outcomes and new knowledge which has resulted from your lesson studies.

What have I/we learnt from this activity?

What new knowledge do we think we have gained from the process?

How could we make the learning from the lesson studies transferrable to

others?
What do colleagues in school and elsewhere need to do as a result of this work?

In your learning log (task 5) note down your initial reflections following your first study lesson, as this will help you in the following steps when planning the subsequent lessons.

Task 6

Lesson Study works best when you are able to find ways of helping others learn from what you have learned. By presenting your lesson study to colleagues you further your own learning and deepen their understanding of what they have learned. Think of ways in which you might share your learning and coach others in the outcomes of the lesson study? Find out from discussion with staff where there is a culture of coaching within the school. You might wish to identify coaching skills development with your performance management reviewer.

You might like to visit Unit 6, “Coaching and Mentoring”.

Dissemination method 1: Write and publish a case study

Criteria for a case study

A case study should:

- focus on targeted pupils or groups with identified learning needs
- demonstrate improvement in learning
- describe the success criteria and how progress towards them was measured
- describe intentions and action taken, including teaching approaches and CPD
- describe impact (including ‘what made the difference’) and next steps
- provide evidence (quantitative and qualitative) to prove impact and convince others
- provide key messages for others attempting to replicate the work

- be accessible and transferable – able to be implemented by other teachers/practitioners on the basis of what is provided in the case study
- make available toolkits, frames, templates, CPD outlines, etc. to support transfer of learning to others.

Guidance on writing your case study – dos and don'ts

'Do's

The purpose of your case report is to provide a reader (who may well be another teacher interested to learn from your practice) with an authentic, readable, vivid and well evidenced but above all clear account of what it was that you wanted to improve, what you did and what you learned. They should have enough information to be able to have a go at what you did themselves.

It needs to be crisp and succinct and written in a lively and clear way. Provide quotations where you can or other forms of illustration to bring your text to life.

Take a lot of care in describing what it was that you wanted your pupils to get better at and what they achieved. Some people feel they have to justify 'impact on learning' by referring to national curriculum levels. It is likely to be difficult to see changes in NC levels over a short period of time because the levels are designed to take around two years to complete. It will make more sense to refer to the levels they are operating in and describe what they can do as a result of your teaching.

Remember to reference materials and research that informed your work and acknowledge sources.

'Don'ts'

Try not to write in an overly academic style.

Do not identify individuals and make sure you have written permissions from parents or heads in line with your school and LA protocols and policy.

You could use the Case study Template or adapt it to suit your needs.

Title of Case study :	
Introduction	Context : Type of school or setting : <ul style="list-style-type: none"> • Year groups: • Performance: (e.g. below age-related expectation) • People involved: (Subject leader, Teacher, TA, Other) • Number of classes involved:

	<ul style="list-style-type: none">• Specific targeted pupils :
	What were your reasons for doing this type of development work?
	Who might find this case study useful <i>E.g. Science teachers with inclusive KS3 classrooms</i>

What did you do?	What specific curriculum area, subject or aspect did you intend to have impact on?
	How did you intend to impact on pupil learning?
	What were your success criteria?
	What information or data did you use to measure progress towards your success criteria?
	What teaching approaches (pedagogy) did you use to achieve the intended impact?
	<p>What did you do? What approaches to CPD and learning for adults were used?</p> <ul style="list-style-type: none"> • e.g. Coaching • Demonstration • Modelling • Partnership teaching
	What CPD materials, research or expertise have you drawn on?
	Who provided you with support? What type of support was provided?
Impact	What has been the overall impact on pupil learning?

	<p>Quantitative evidence of impact on pupil learning</p> <p>e.g. Periodic teacher assessment</p> <p>Qualitative evidence of impact on pupil learning</p> <p>e.g.</p> <ul style="list-style-type: none"> • Observation outcomes • Pupil consultation data • Pupils' work <p>Describe the evidence of impact on pupil learning</p>
	<p>What has been the impact on teaching?</p>
	<p>Evidence of impact on teaching</p>
	<p>What has been the impact on school organisation and leadership?</p>
	<p>Evidence of impact on school organisation and leadership</p>

Dissemination method 2: Create and present a PowerPoint

Create a PowerPoint Presentation

Use the sections in the above case study template – or parts of it to design a PPT presentation. You could Include Video or audio footage. The headings in the template could become slide headings and the bullet points could consist of your own, or the groups, observations.

Presentations of this type could be included in professional development session, in staff meetings and in departmental meetings. They can also be used with other schools in practice transfer activities between schools.

Dissemination method 3: Coaching & mentoring

National framework for mentoring & coaching (Centre for the Use of Research and Evidence in Education (CUREE)).

Principles of Mentoring and Coaching

Please see Unit 6, “Coaching and Mentoring” for a detailed explanation of these issues.

These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring & coaching involves :

- a learning conversation
structured professional dialogue, rooted in evidence from the professional learner’s practice, which articulates existing beliefs and practices to enable reflection on them
- a thoughtful relationship
developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning
- a learning agreement
establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability
- combining support from fellow professional learners and specialists
collaborating with colleagues to sustain commitment to learning and relate new

approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

- growing self direction
an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase
- setting challenging and personal goals
identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities
- understanding why different approaches work
developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts
- acknowledging the benefits to the mentors and coaches
recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach
- experimenting and observing
creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice
- using resources effectively
making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

Additional information related to the core concepts of mentoring and coaching, the skills required and a comparison between the two is available at CUREE

www.curee-paccts.com/mentoring-and-coaching

Consider whether you are equipped to provide mentoring or coaching to a colleague in your school.

Task learning log

Task	Critical reflections	Key points for action
Task 1		
Task 2		
Task 3		
Task 4		
Task 5		
Task 6		

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What have I learned from studying this unit?

To conclude this unit, you can record 3 points which summarise what you have learned from undertaking this unit

What I have learned from this unit	
1	
2	
3	

References:

Cerbin, W. & Kopp, B. (2006). Lesson Study as a model for building pedagogical knowledge and improving teaching. *International Journal of Teaching and Learning in Higher Education*, 18(3), 250– 257.

Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N. & Orphanos, S. (2009) *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Report published by the NSDC and the School Redesign Network at Stanford University.

Dudley, P. (2007) *Lessons for Learning: Using lesson study to innovate, develop and transfer pedagogic approaches and metapedagogy*. London: TLRP. Online at <http://www.bera.ac.uk/lesson-study/>

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McKinsey and Corp. (2007) 'How the World's Best School Systems Come Out On Top' Web link:

http://www.mckinsey.com/clientservice/social_sector/our_practices/education/knowledge_highlights/best_performing_school.aspx

Steigler, J. & Hiebert, J. (1999) The Teaching Gap. New York: Free Press.