



Protocol for the Lesson Study Program Dominican University & Elementary School

Setting the Stage

1. A teacher plans a model lesson based on his/her students' needs and that showcases best practice for the curricular area of focus. The teacher prepares a lesson agenda for the DUC students and instructor.
2. The teacher and DUC instructor discuss the lesson together. They will decide which 2 TPE's on which the DUC students will focus. The instructor creates an Observation Focus Guide for DUC students based on this conversation.
3. The DUC instructor previews the lesson with her class, introduces the focus TPE's, and presents the protocol for the Lesson Study session.

Lesson Study Session

Lesson Preview

- The DUC class, along with their instructor, meet with the classroom teacher to preview the up-coming lesson. The meeting is facilitated by the DUC instructor. The classroom teacher makes his/her "teacher thinking" transparent, that is, the teacher describes how he/she thinks about planning for instruction, which may include curricular and classroom management objectives, explanation of how the focus TPE's are addressed, and rationale for each. DUC students and instructor take notes on the agenda provided by the classroom teacher, ask questions, and fully understand the model lesson prior to observing and participating in it. The classroom teacher may suggest ways in which DUC students can participate in the lesson and why they are participating in this way.



Lesson Observation

- The classroom teacher teaches the model lesson, while DUC students observe and/or participate. The DUC students and instructor record important aspects of the lesson using the Observation Focus Guide and record questions they may have for the teacher. The DUC instructor guides the experience by: highlighting important aspects of the lesson for the DUC students and guiding DUC students in their participation.

Lesson Analysis and Reflection

- After the lesson, all participants meet to debrief, discuss, analyze, and reflect on the lesson. The instructor/facilitator guides the discussion and may ask DUC students to share their observations and/or ask questions in a "round robin" format. DUC students complete a post-observation survey to document what they learned during the session.

Debriefing the Learning

The teacher and instructor/facilitator debrief the session together. They record highlights, outcomes, and discuss suggestions for improvement for future lesson study sessions.

California Reading Association Conference
“Literacy: Passport to the World”
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Teachers Leading the Way: Lesson Study for Teacher Candidates

The design and impact of a Lesson Study program on teachers’ and teacher candidates’ instructional practice with a focus on GLAD strategies

Presenter: Dr. Rosemarie Michaels, Dominican University of California

G.L.A.D. (Guided Language Acquisition Design)

“Project GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. Project GLAD develops metacognitive use of high level, academic language and literacy.” retrieved from: <http://www.projectglad.com>

Narrative Input Chart



Purpose: To give all students access to the core curriculum in a narrative and visual format. Uses oral language tradition to promote comprehension of narrative and/or expository text. Allows students to hear and practice the elements of the story.

How To: To begin the strategy, design a large background graphic for a story. Create cards with scenes and text from the story. Read the scene cards in order, placing each one on the background after it is read. This chart is revisited and reused in a variety of ways.

Retrieved from: <http://wiki.sjcoe.net/groups/ellstrategiesforscience/wiki/37ddf/>

Cognitive Content Dictionary

Purpose: Involve students in metacognition, build vocabulary, and assist in comprehension.

How to: Select a vocabulary word. Students predict and then discuss the meaning. Students discover the actual meaning in class or for homework. The teacher leads a discussion about the word, which may include parts of speech and syllabification. Students may sketch the word and use it in a sentence.

Retrieved from: <http://www.seattle.gov/neighborhoods/education/documents/CCD.pdf>

New Word	Prediction	Final Meaning	Class Definition
circulate Noun Noun cir- cu late (v) circulated, circulating, circulates, circulating, circulatory, circulator, circulations	has to do with a circle something that moves up and down to move not on time	to form a circle or to move around in a circle 	✓✓✓
diffuse Verb di- f-use (v) diffused, diffuser, diffuse, diffuses, diffusing	to blow up has to do with power something you touch not be sure about something	to spread over an area or substance 	✓✓✓
stratification Noun strat- i- fi- ca- tion stratified, stratifies, stratifying, stratification, strata, stratum	something like Vegas something really high layers of matter	to form or arrange into layers 	✓✓✓