

## EDU 580 -- Inquiry to Practice 3 Lesson Study Memorialization Document

### Team Members

Chet, Ivan, Juan

### Lesson Study Team Norms

Lesson Study differs from mentoring or coaching in its emphasis on inquiry conducted by equals,

### “Building Towards the Research Lesson” Resources

Session 2 Agenda Link: [LINK THESE](#)

- [Norming \(add norms to Team norms box above\)](#)
- [Identifying a Problem of Practice](#)
- [Prepping Street Data](#)

#### **Share what part of the nested framework resonated with you and why?**

Complex instruction and/or UDL because we are trying to group students in teams not selected by students and have students understand that they must be able to work together in a positive and adequate way even if they are not working with their friends and figure out their own roles.

What might be your team’s focus?

Creating equitable group work and defining roles and learning different skills while working collaboratively and collaborating together in a healthy way. (rainbow vs soccer positions example)

Session 3 Agenda Link: Study Phase - Knowing Our Students & Identifying an Equity Theme

Session 4 Agenda Link: Study Phase - PDSA Cycle 1

Session 5 Agenda Link: Study Phase - PDSA Cycle 2



Resource adapted from:

**The Lesson Study Group**  
at Mills College

[Link to agenda](#)

Session 6 Agenda Link: Study Phase - Content Understanding Goal & Lesson Hypothesis  
Possible Ideas for a lesson:

Session 7 Agenda Link: Study Phase - Studying the Curriculum



*Resource adapted from:*

**The Lesson Study Group**  
at Mills College

Lesson Date:

3/30/24

Instructor(s):

Ivan, Chet, Juan

Grade Level:

8th, 9th, 12th

### Summary Box # 1: Title of the Research Lesson

Do we know each other?

[Street Data Collection Slides](#) (Chet's Original for Juan and Ivan to adapt)

- Chet's Street Data: [How well do we know each other](#)

### Summary Box # 2: The Research Theme and Rationale

The problem of practice our team explored

Our students are not working well together in groups

### Summary Box #3: What's the Research on our Research Theme

Three big ideas you have gathered from the readings you have done on this research theme? Try to consolidate your thinking from all the articles into three nuggets:

#### Our Research Theme / PoP

How do we get students to know each other better?

How do we get students to find value in each other?

How do we get students to want to be a part of a bigger community of learning?

An interesting aspect found was pushing students to be kind as part of their grade which also provides a backdoor (Trojan Horse) positive experience of which students can reflect on as an alternate positive reality in which engaging with peers can be fun, interesting, and productive when students most often are indifferent or unmotivated/unwilling to engage with peers.

The struggle of students wanting to go against the status quo of class lessons, discussions,



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activities and them realizing/being remotely aware of how engaging in intentional conversations can be interesting and engaging for everyone.

#### Summary Box #4: The Research Lesson Topic

The impact of familiarity/comfortability with each other or (relationship building) and the impact it has on group collaboration, productivity and engagement.

#### Summary Box #5: Background and Research on the Content Topic

Students are currently grouped by countries and committees. Grouping students into countries for group work time allows for great opportunities for collaboration and the development of group understanding of their country. This also helps students to confirm the information and research they have so that they can each individually and as a whole represent their country as accurately as possible. Students will need to communicate in order to be on the same page.

Being that my (Ivan) students are currently deep into their MUN project and in order to stay connected to the theme of how relationships impact productivity as well as the engagement of collaborative group work. I believe we could have multiple self assessments of how students are feeling about their group collaboration as well as their productivity. More specifically, we could have perhaps 2-4 self assessments. 2 would be after "regular" work days and 2 would be after having a small group activity/ice breaker which encourages groups to get to know each other a little bit more prior to their group work. The self assessments would measure their overall feeling/comfortability with their groups as well as the correlation to their productivity on both days with and without the small group energizer/ice breaker.

#### Summary Box #6: Relationship of Unit Standards

| Prior learning standards that unit builds on | Learning standards for this unit | Later standards for which this unit is a foundation |
|--|----------------------------------|---|
|--|----------------------------------|---|

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### Summary Box #7: Goal of the Unit

Students will be able to reflect on the importance of their relationships in smaller units and how that can also correlate to the larger group as a whole class towards their engagement and productivity. They will be able to use their knowledge of the country they have been researching in order to have a common ground on which to build from.

### Summary Box #8: Flow of the Unit/Rationale for the Design of Instruction

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### Summary Box #9: Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (\*) shows the research lesson

| Lesson | Learning goal(s) and tasks          |
|--------|-------------------------------------|
| 1      | <i>Lesson Goal:</i><br><i>Task:</i> |
| 2      | <i>Lesson Goal:</i><br><i>Task:</i> |
| 3      | <i>Lesson Goal:</i><br><i>Task:</i> |
| 4      | <i>Lesson Goal:</i><br><i>Task:</i> |
| 5      | <i>Lesson Goal:</i><br><i>Task:</i> |
| 6      | <i>Lesson Goal:</i><br><i>Task:</i> |
| 7      | <i>Lesson Goal:</i><br><i>Task:</i> |



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|    |                                     |
|----|-------------------------------------|
| 8  | <i>Lesson Goal:</i><br><i>Task:</i> |
| 9  | <i>Lesson Goal:</i><br><i>Task:</i> |
| 10 | <i>Lesson Goal:</i><br><i>Task:</i> |



### Summary Box #10: Content Understanding Goal

I interact with people who are similar to and different from me, and I show respect to all people. DI-6-8.7

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources from reading a text on the same topic. RSLSS 6-8.9

After having done individual country research for MUN conference, students will collaborate with others of the same country to compare & contrast their findings allowing them to more accurately represent their country while also allowing them to interact with their peers who are both similar and different from them while showing each other respect.

### Summary Box #11: Theory of Action AKA "Lesson Hypothesis"

If we create a lesson that requires students to talk with other students, work together, and come up with new ideas, students will start to see that they can create more together than they could alone.



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(Additional Box to see it all together)

| Equity Based Research Question/Theme   | Content Understanding Goal  | Theory of Action  |
|--|---|---|
| <p>How do we support students in being able to reflect on the importance of their relationships in smaller units and how personal relationships also correlate to their engagement and productivity when learning concepts, ideas, and skills.</p> | <p>Students will understand the cultural, geographical, political as well as the inequities present in their assigned country through respectful peer to peer conversations. Students will also be able to distinguish the similarities and differences between the different assigned countries.</p> | <p>If we as teachers employ...<br/>Tools like venn diagrams, graphic organizer, intentional reflective questions...</p> <p>While students are...</p> <p>Students will... be able to distinguish the advantages and disadvantages of the similarities and differences between their country and that of other students.</p> <p>As evidenced by... how they implement their findings in order to facilitate negotiations,</p> |

### Summary Box #12: Scripting the Lesson

|  |                                      |                                      |
|--|--------------------------------------|--------------------------------------|
| <p>Learning task and activities, key questions or comparisons that will build insights</p> | <p>Anticipated student responses</p> | <p>Assessment (Points to Notice)</p> |
|--|--------------------------------------|--------------------------------------|

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### Summary Box #13: Data Collection Plan

We will collect the worksheets from the students to see how well they were able to grasp the content of the lesson.

### Summary Box #14: End of Cycle Reflection

The importance of making sure that the instructions are clearly explained and demonstrated.

The importance of scaffolding when students are expected to implement specific/different roles.

The importance of practicing the roles with an easy topic before the main activity is taught.



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If we as teachers employ...

A worksheet

While students are...

Discussing the specific issues of their countries' thing

Students will... be able to see how their country is doing in a certain area compared to how other countries are doing in that same area

As evidenced by... the worksheet that shows the data of the different countries

Ivan's Idea

[Country Research Doc](#)

[Student Country's and Committee's](#)



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### Notes w/John

Clarity: Among all the students access to a specific group of students

Sustained interaction provides a clear calendar... this amount of time... this agenda...

Structures: Agenda > Collaborative Protocol so that when students meet this is how we do this... straight forward... Everybody get out your stuff, and open ended discussion about what is seen and noticed.

Protocol: practicing language for constructive discussions, arguments,

Step 1: research for your country, collaboration becomes easier >

Prepare take turn sharings (note catcher importanting things to share out,), each turn share out, questions, critique perspectives/probing, synthesize and reflect... implications what are we now... collective position... language or a culture...

What are we missing, what did we get...

Successful were we as a collaborative group... (exit slip?)

Prepare (Note Catcher)

Share-out:key points thoughts and perspectives

Leave with a question

Clarifying/Probing Questions

Synthesize/Reflect/Implications

Debrief Experience

Ω

Research

Consider

2 Quotes 2 Questions, 2 Main Points of Article, Thesis



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