

Lesson Study Report Guidelines (for planning subgroup)

Currently, the only written record of your work is two lesson plans. These lesson plans are limited in describing the thinking process your group engaged in; for example, they do not describe the relationship between the two versions, or discuss the changes that were made between the two lessons.

The purpose of the lesson study report is to document, for yourself and others, the discussions and reflections that took place throughout the entire lesson study process. Anyone who reads this report should be able to understand the intents, rationales, and issues that your group encountered as it engaged in this process. In essence, we are asking you to “re-trace” your steps throughout this process, from the goal selection, to the first planning, to the first lesson, to the first debriefing for that lesson, to the second planning, the second lesson, and second debriefing. Since there are a great number of issues you could discuss in this report, it would be useful for you to identify the guiding focal points or themes that provided direction to your lesson study, trace these themes throughout the entire process, and discuss them in your report.

Parts of the Report:

- ❖ Retracing and documenting the “steps” of lesson study: goal selection, planning 1, lesson 1, debriefing 1, planning 2, lesson 2, debriefing 2

This section provides a description (in any form—list, narrative text, charts) of the focal themes discussed throughout your group’s lesson study process. Time (ie., number of hours) devoted to each step of the process should also be documented below.

- ◆ Goal selection

This part describes how your group interpreted the entire group’s lesson study goal, and translated this goal for your lesson study (through lesson study goals, content goals, and lesson-specific goals).

- ◆ Planning 1

This part describes the planning discussions your group conducted in its attempts to address these goals. It should also include a description of specific concerns or challenges that were addressed while planning the lessons. Materials or resources that were used should also be documented here.

- ◆ Lesson 1

This part summarizes (often in chart form) the main steps of the lesson, including time allocation, students’ main learning activities, and important points relating to instruction:

Time	Student’s main learning activities	Important points relating to instruction

◆ Debriefing 1

This part describes what you learned from implementing your lesson—ie., what worked, what did not work, issues it raised for you about your goals (lesson goals, content goals, and lesson study goals), etc.

◆ Planning 2 (Revising)

This part describes the changes that were made between the two lessons and the rationale for these changes, especially in the context of your focal lesson study themes. It should outline the relationship between the two lesson plans (lesson 1 and lesson 2).

◆ Lesson 2

Same as for Lesson 1. In addition, main changes that were made between the two plans should be highlighted on this chart. Copies of lesson plans for both lessons should also be appended to the report.

◆ Debriefing 2

Same as for Debriefing 1. Since the purpose of lesson study is not to produce a “final” perfect end product, this lesson plan should not be revised after the feedback session. Instead, your group should discuss what you learned from the second implementation of your lesson, and list a few suggestions for what could be changed (and why) about the lesson.

❖ Group reflections*

This section could describe key discussions, concerns, challenges, and issues that your group faced while engaging in the lesson study process. For example, your group could include a description of challenges you faced (ie., during planning), and strategies you learned (ie., more efficient working styles) to address them. You could also discuss other issues you confronted in your group’s process.

❖ Individual reflections*

This section could describe your most vivid impressions from this process, resulting changes in your thinking, and/ or specific ideas you would take back to your classrooms. You may even want to add general techniques or principles that you learned from this process, especially while observing other’s lessons.

❖ Appendices

This section should include copies of the lesson plans, samples of student work, observation notes, pictures, and anything else you think would help illustrate your work.

*These sections are not typically included in a Japanese report but might be very useful to American teachers who are learning about lesson study.