

## Lesson Study Resources

### Web Sites:

The Lesson Study Group at Mills College:  
[www.lessonresearch.net](http://www.lessonresearch.net)

Northwest Regional Educational Laboratory  
[www.nwrel.org/nwreport/nov01/nwteach.html](http://www.nwrel.org/nwreport/nov01/nwteach.html)

Eisenhower National Clearinghouse  
[www.enc.org/features/focus/archive/lessonstudy/](http://www.enc.org/features/focus/archive/lessonstudy/)

The Center for Strengthening the  
Teaching Profession  
[www.cstp-wa.org](http://www.cstp-wa.org)

Teachers College at Columbia University  
[www.tc.columbia.edu/lessonstudy/tools.html](http://www.tc.columbia.edu/lessonstudy/tools.html)

### Books:

*Lesson Study: A Handbook of Teacher-Led*

*Instructional Change*

by Catherine Lewis.

Published by Research for Better Schools, 2002

*Lesson Study: A Japanese Approach to Improving*

*Mathematics Teaching and Learning*

by Clea Fernandez, Makoto Yoshida

Lawrence Erlbaum Associates, 2004

*The Teaching Gap: Best Ideas from the World's*

*Teachers for Improving Education in the Classroom*

by James W. Stigler and James Hiebert.

New York: Free Press, 1999

Lesson Study is a professional development tool, originating from Japan, in which teachers systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

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Tom White  
Poster Session  
NBCT Conference 2005



“Lesson study develops the eyes to see children.”

-Catherine Lewis,  
Mills College

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## 1. Study

- The group considers long-term goals for student learning and development. →
- They study curriculum and standards, looking for an area to direct their efforts.
- This stage of the cycle typically takes 1-4 hours.

# Lesson Study

## 2. Plan

- The group selects or revises a research lesson.
- They plan the lesson collaboratively, starting with available units and lessons.
- During this phase, the group members are building:
  - ▶ Knowledge of available resources
  - ▶ Divergent pedagogical approaches
  - ▶ Connection to colleagues
  - ▶ Shared ownership of student learning
- This stage of the cycle typically takes 3-10 hours. ←

## 3. Teach

- One member of the group teaches the research lesson.
- The other members observe and collect data.
- The focus is on the student learning.
- The group is developing observational skills and a grasp of student learning.
- Other "Knowledgeable Experts" may be invited.
- No one may interfere with the lesson as it was planned.
- This stage of the cycle typically takes one class period.

## 4. Reflect

- The group shares data, following a formal protocol.
- Reflection focuses on:
  - ▶ What was learned about student learning?
  - ▶ What was learned about lesson design?
  - ▶ What are the implications for this lesson and instruction in general?
- The group decides whether to further refine and re-teach this lesson or focus on a new lesson.
- This stage of the cycle typically takes 1-2 hours. ←