



EVALUATION BRIEF

Schultz Center for Teaching and Leadership | August 2010

Collaborative Unit Planning with Lesson Study: An Evaluation of Program Planning and Development.

LESSON STUDY

*Not learning to teach a
perfect lesson but to teach
a lesson perfectly*

ABOUT THE PROGRAM

A process evaluation was completed on program development work completed in 2009-2010 to design a collaborative process for lesson study in secondary schools which would complement the work of professional learning communities. High schools began the process of district wide training to implement professional learning communities in 2007-2008, and momentum toward full implementation has increased steadily since then.

HOW IT WORKS

A design team of Duval County administrators and teacher leaders, together with Schultz Center coaches began work in the summer of 2009 to design materials and procedures for joint planning of units incorporating lesson study with teams of secondary teachers. Products documenting program development work and the initial piloting of procedures included:

- (1) A description of the logic model *theory of action* describing how program developers describe components of the process and steps for completing of the “Cyclical Process of Teaching and Learning in a Professional Learning Community”
- (2) Copies of “two-day start up plan” and PowerPoint® presentation provided for schools by program developers
- (3) Feedback and testimonials from pilot group teachers (Mandarin and Wolfson) participating in the process, and samples of student “exit slips” and assessment data documenting student work
- (4) Early reactions and the degree of acceptance indicated by members of school teams from selected middle and secondary schools participating in “awareness training” provided in May 2010

In addition, a key outcome of this work was an articulation of the relationship between collaborative unit planning and professional learning communities (PLC) work in high schools in Duval County. The anticipated relationship is best illustrated in **Figure 1** (back), in which the program’s logic model links the key elements of Professional Learning Communities work with group lesson study work recommended by FLDOE for all schools and required in differentiated accountability schools.

See Figure 1: DCPS Collaborative Unit Planning in Middle and High Schools

PROCESS EVALUATION

Information from the design work carried out this year, and lessons learned from similar work at the elementary level with Continuous Learning Cycle (CLC) work, resulted in several recommendations to district administrators for next steps and program sustainability including:

1. Determine the current capacity for introducing and supporting *Collaborative Unit Planning with Lesson Study* work in middle and high schools, and *take to heart* what teachers and participants have said about ongoing support (both for subject area



“...this time to be able to draw on the experience and ideas of my peers has been invaluable to me...”

NEW TEACHER

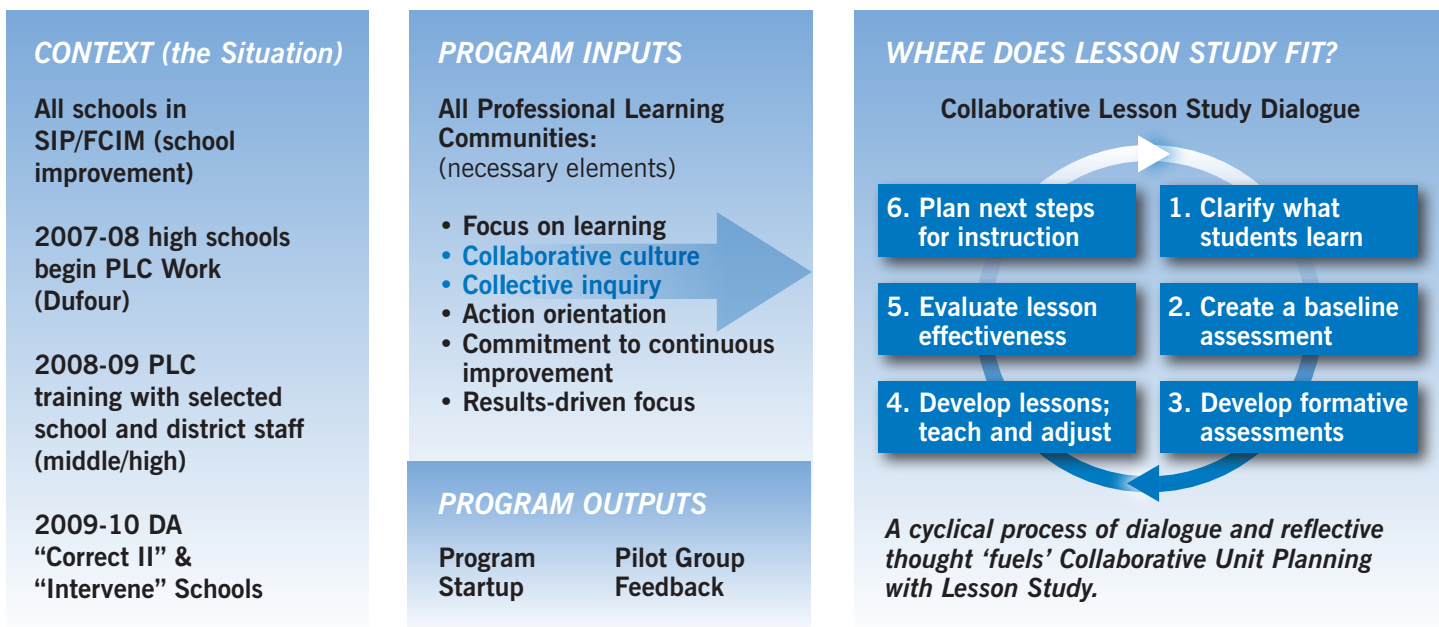
content and lesson study process) to bring about improvement in teacher practice.

2. Develop a standard set of *Collaborative Unit Planning with Lesson Study* procedures and protocols that will be utilized in every school (protocols and procedures will not change by subject areas – only the topics under discussion). Procedures will generate a common set of process “artifacts” that can be used to assure quality control.
3. Develop communication protocols necessary for guiding discussion among teachers. Formalize the dialogue and communication tools necessary to determine where sufficient “learning” is made by students to move on to the next learning target. What do we do with students who “don’t have mastery of the skills or knowledge”? What do we do with students who “already know”? What does the dialogue look like that drives the process of unit planning forward?
4. Develop a set of standard tools for recording and evaluating student learning gains based on common assessments employed throughout the collaborative unit plans. These will document gains made by students from one learning target to the next, and will permit more convincing evidence of teachers’ gains in practice and student learning gains.
5. Conduct an implementation evaluation following the 2010-2011 school year to document larger scale implementation. This should include the collection of:
 - o Participation and feedback from participants about the quality of content, materials, delivery, and relevance of professional learning in collaborative unit planning with lesson study
 - o Common artifacts for documenting steps in the planning process
 - o Student assessment *pre-test and post-test documenting* of mastery of the learning targets identified for the collaborative unit plan

Figure 1

DCPS Collaborative Unit Planning in Middle and High Schools

Program Development: Infusing PLC Work with Lesson Study



ABOUT THE AUTHOR:

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