

Collaborative Planning with Lesson Study: *Evaluation of Program Planning and Development for Lesson Study*

Schultz Center for Teaching and Leadership for

Duval County Public Schools

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Executive Summary

A process evaluation was completed on program development work completed in 2009-2010 to design a collaborative process for unit planning 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.

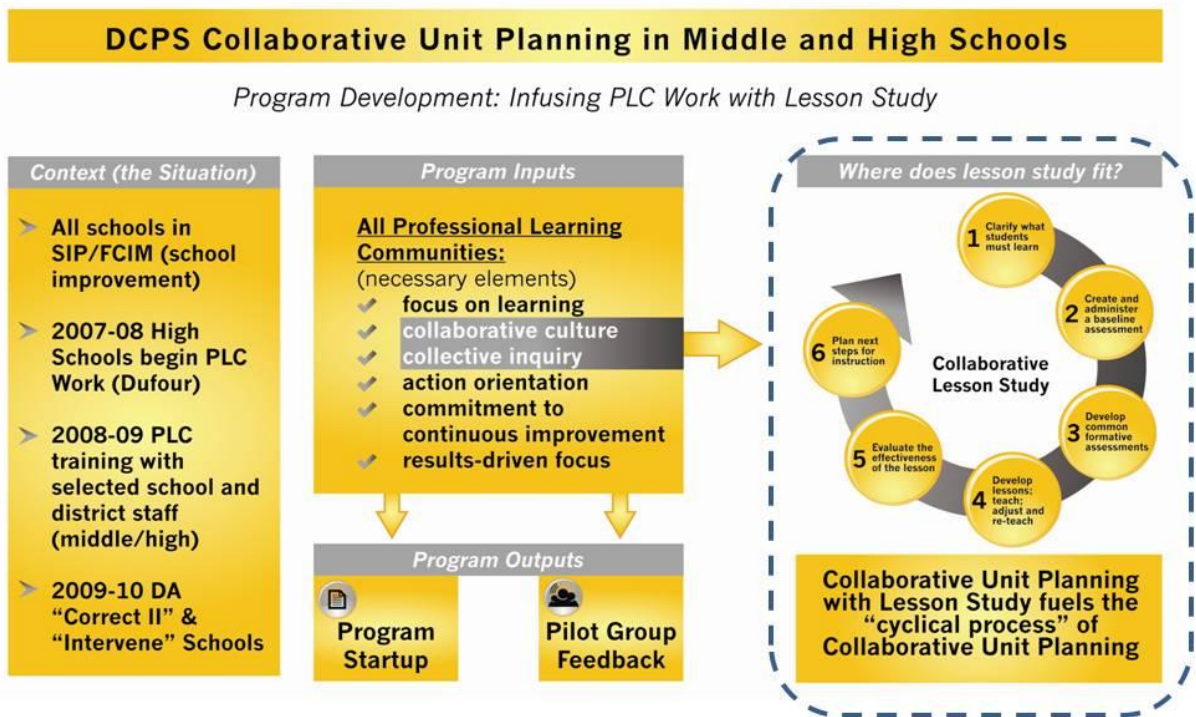
A design team of administrators, teacher leaders, and Schultz Center coaches began work in the summer of 2009 to design materials and procedures for joint planning of *collaborative unit plans* with teams of secondary teachers. The products documenting program development work and initial piloting of procedures for 2009-210 included the following:

- (1) A description of the *logic model* (theory of action) describing how program developers describe components of the process and steps for completion 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 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 “DA” middle and secondary schools participating in “awareness training” provided in May 2010

In addition, a key outcome of this work was 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, the program’s theory of action describing how the collaborative model for unit planning is an outgrowth of the “collaborative culture” and “collective inquiry” developed in PLC work. Identifying the clear linkage between the key elements of Professional Learning Communities work and the products of *collaborative unit planning* is the enabling mechanism that connects Duval County PLC work with group lesson study work recommended by FLDOE and required in differentiated accountability schools.

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



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 DA middle and high schools and *take to heart* what the teachers and participants have said about ongoing support (both for content and process) in order to bring about positive group dynamics.
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.)
3. Develop the *communication protocols* necessary for guiding discussion among teachers. Formalize the dialogue and communication tools necessary to determine where sufficient “learning” is made by a group of students to move on to the next learning target? What do we do with students who “still don’t have mastery of the skills or knowledge”? What do we do with students who “already know” at the outset of the unit? What does the dialogue look like around the use of student exit slips, and the dialogue that drives the process of unit planning forward?
4. Develop a set of standard tools for recording and evaluating student instructional gains based on common assessments employed throughout the *collaborative unit plans*. These will vary based on content or subject matter, but will document gains made by students from one learning target to the next, and will permit more convincing documentation of teachers’ gains in practice and student gains in learning down the road.
5. Conduct an implementation evaluation following 2010-2011 school year documenting large scale implementation of *Collaborative Unit Planning with Lesson Study*. This evaluation should include the collection of:
 - participation in professional learning opportunities
 - feedback from participants about quality of content, materials, delivery, and relevance of professional development in the process
 - common artifacts designated as *Collaborative Unit Planning with Lesson Study* documentation (steps in generating a unit plan and steps in the cyclical dialogue (1-6)
 - student assessment (pre-test and post-test documentation) of learning targets identified for the *collaborative unit plan*