

Texas Lesson Study Implementation Fidelity Tool

Lesson Study Cycle	Key Components	Meeting # and Dates	Lesson Proposal Section	TXLS Resource	Goal (Am I doing it effectively?)
1. EXAMINE and IDENTIFY	Research Theme Purpose: To unify the work of the campus and teachers with a common goal <ul style="list-style-type: none"> Devised as a campus or among multiple lesson study groups Overarching goal applicable across grade levels and subject areas Can be created campus-wide or among TXLS groups May be in the affective domain of Bloom's' Taxonomy 	Meeting 1	A	Quick Write OR Bridging the Gap Examples	<input type="checkbox"/> Is a compelling and concise long-term goal for student growth <input type="checkbox"/> Is applicable across grade levels and subject areas
	Examine Data and Resources Purpose: To identify a high-leverage SE(s) that students historically or currently have difficulty learning <ul style="list-style-type: none"> Review student data to locate difficult concept for students Examples: STAAR data (your students' results compared to the state; examine subpopulations), benchmark assessments, universal screeners, placement tests Examine the TEKS and vertical alignments Review curriculum materials (e.g., textbooks, district-designed, professional books, TEKS Resource System) for potential gaps 	Meeting 1 and Part of Meeting 2	This key component will help you complete Sections B and D .	Data Dig Process	<input type="checkbox"/> 3 or more materials are examined by the LS group
	Identify Student Expectations (SEs) from the TEKS for the Research Lesson Purpose: To set the focus for research and planning <ul style="list-style-type: none"> SEs fall within the scheduled scope and sequence SEs are an essential concept for the subject area SEs are challenging for students to master SEs may be a difficult concept to explain SEs may be new for teachers and need "unpacked" SEs show Vertical Alignment 	Meeting 2	B		<input type="checkbox"/> SEs hit 4 or more of the listed attributes <input type="checkbox"/> Entire SE is copied as stated in statute <input type="checkbox"/> Uses the format 5(4)(A) or E1(4)(A) in which the first number is the grade level OR subject area if a HS course

	Develop Objectives and Goals for the Research Lesson Purpose: To keep the focus during planning, teaching and observing, and reflecting and refining <ul style="list-style-type: none"> ● Use the identified SEs and Research Theme to formulate objectives and goals ● Consider how the Research Theme is connected to the Research Lesson objectives and goals 	Meeting 3	C		<input type="checkbox"/> 100% of the objectives are aligned to the Research Theme <input type="checkbox"/> 100% of the objectives incorporate key verbs from SEs <input type="checkbox"/> 100% of the objectives are measurable
	Draft the Background and Rationale Purpose: To consider and provide information to educators and outside observers on students' current knowledge and skills and the group's rationale for selecting the Unit and SEs for the focus Consider the following questions <ul style="list-style-type: none"> ● Why was this learning standard chosen? ● What do students already understand about this concept? ● What more do we want students to master with this concept? ● What level of rigor is expected of students and how is that assessed? ● What thinking have we done that guided our decisions? ● What are the key instructional strategies needed for this lesson? (This may be answered after the research section.) 	Meeting 3	D	Research Protocol (Step 1)	<input type="checkbox"/> 5 or more of the questions are answered <input type="checkbox"/> Quantitative data is included <input type="checkbox"/> Conclusive statements have supporting evidence (e.g., the team has observed) <input type="checkbox"/> Written in third person <input type="checkbox"/> Follows TEA Style Guide <input type="checkbox"/> Statements include thorough supporting evidence <input type="checkbox"/> Does not contain copyrighted material

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2. REVIEW and PLAN	Review Instructional Materials and Research and Record Findings Purpose: To find, analyze, and reflect on instructional strategies that are proven to be the most effective for student learning for the specified concept and SE(s) <ul style="list-style-type: none"> • May begin process with a previously used lesson plan • Use research-based articles and journals • Summarize research if necessary • Analyze curriculum materials (e.g., textbooks, district-designed, professional books, TEKS Resource System) 	Meetings 4 and 5	E	Research Protocol (Steps 1–4) Research Collection Tool	<input type="checkbox"/> 3 or more research-based resources are reviewed and cited <input type="checkbox"/> APA style is used and all references are listed below section <input type="checkbox"/> Summarizes the findings and describes relevance to objectives and/or Research Theme <input type="checkbox"/> Written in third person <input type="checkbox"/> Follows copyright laws
	Design the Assessment Purpose: To collect and analyze data on students' prior knowledge and comprehension of the instructed SEs, and to reflect on whether the instructional strategies were effective or could be refined <ul style="list-style-type: none"> • Align assessments to chosen SEs for the Unit and Research Lesson • May include a Unit assessment • Design a formative assessment to accurately measure student mastery of the chosen objective and to guide reflective discussions • Administer the formative assessment at the end of the Research Lesson as an exit ticket. The assessment may be multiple choice with an open response, a writing sample, or an individual performance assessment (all with example exemplary student response and a rubric) 	Meeting 6	F		<input type="checkbox"/> Aligned to the chosen objective(s) <input type="checkbox"/> Multiple choice with open response, a writing sample, or an individual performance assessment (all w/ example exemplary student response and rubric) <input type="checkbox"/> Short enough to be administered as an “exit ticket” <input type="checkbox"/> Aligned, rigorous, and scaffolded <input type="checkbox"/> Does not contain copyrighted material <input type="checkbox"/> Includes short description in LP on the assessment design <input type="checkbox"/> Includes links to the assessment in LP
	Map out the Unit (Unit Timeline) Purpose: To consider and provide information to educators and outside observers on learning standards that need to be taught before and after the Research Lesson <ul style="list-style-type: none"> • Use research to inform the unit design • Determine the placement of the Research Lesson within the scope and sequence of the Unit 	Part of Meeting 6 and Meeting 7	G	Lesson Proposal	<input type="checkbox"/> Lesson and Tentative Dates column is completed <input type="checkbox"/> UT is research-based and sequenced in a logical order <input type="checkbox"/> UT includes either students' understandings or misconceptions <input type="checkbox"/> Number of lesson periods with minutes is completed

	<p>Design the Research Lesson</p> <p>Purpose: To create an effective lesson that achieves the group's goals</p> <ul style="list-style-type: none"> ● Connect research to lesson design ● Focus on anticipated student responses and misconceptions (provide examples of possible student answers) ● Include activities that provide opportunities for observers to collect data (e.g., small group discussions) ● Include questions the teacher will ask students ● Use the Board Plan to show a visual record of what students will see from the beginning to the end of the lesson (e.g., lesson objective, task, and the order in which student work was discussed/presented) <p>NOTE: The Materials, Resources, and Technology should cover the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supplies needed for the lesson are listed <input type="checkbox"/> Resources and instructional materials are aligned to the objective(s) <input type="checkbox"/> 100% of the resources (e.g., graphic organizer, presentation slides) are designed by the group and link to location in Google drive (Informational resources used in the lesson, such as pictures from NASA or reading passages, may be used by the group as well.) <input type="checkbox"/> If materials are under copyright, the source is cited and includes a link to the source (if available) Note: Does not link to sites that require a login or to items that have been purchased. <input type="checkbox"/> Integration of technology to enhance mastery of objective(s) 	Meetings 8 and 9	H	Lesson Proposal	<p>Overall</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is research-based <input type="checkbox"/> Connected to the Research Theme <input type="checkbox"/> Thorough and specific in all section and columns <input type="checkbox"/> Includes time stamps in each subsection <input type="checkbox"/> Includes elements of a “distinguished” lesson (T-TESS) <input type="checkbox"/> Follows copyright laws <hr/> <p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is designed to immediately engage students <input type="checkbox"/> Is a meaningful review that connects previous learning before posing the task (does not teach the lesson) <hr/> <p>Posing the Task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poses a real-world problem that could be solved/discussed by students in a variety of ways <input type="checkbox"/> Poses a task that includes differentiation opportunities <input type="checkbox"/> Poses a task that fosters inquiry-based learning and collaboration <hr/> <p>Anticipated Student Responses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes, in-depth, 3 or more possible student responses to the given task, including correct and incorrect responses <input type="checkbox"/> Provides suggestions for how the teacher may respond to each anticipated student response to push students’ thinking <hr/> <p>Comparing & Discussing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes, in detail, how students will compare and discuss their responses to the task (e.g., group to group, group to whole class) <input type="checkbox"/> Includes questioning strategies to encourage students’ thinking and promote small group and/or whole group discussion owned by students <input type="checkbox"/> Includes strategies for making this time an effective student-led discussion <hr/> <p>Summing Up Lesson</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes, in detail, how the teacher will use all the group responses/presentations to summarize the information and align to the objective(s) <input type="checkbox"/> Includes questioning strategies to promote student-led discussions about incorrect or undesirable response <hr/> <p>Board Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows a visual record of the lesson from start to finish <input type="checkbox"/> Includes all of the following: objective(s), task(s), and the order in which student work was discussed/presented
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3. TEACH and OBSERVE	Prepare for the Lesson Observation Purpose: To ensure materials are prepared for the Research Lesson and desired data is collected by group members and outside observers <ul style="list-style-type: none"> • Prep materials needed for the lesson (e.g., templates for student work, assessments, presentation slides) • Select a teacher(s) to teach the Observation lesson • Schedule when the observation lesson will occur • Practice taking low-inference data • Rehearse the lesson to ensure it flows as the group intended (optional) • Prep materials that will be given to Observers: (1) seating charts, (2) list of students by groups, (3) observation log, (4) Research Lesson, (5) supplemental materials (e.g., templates given to students), (6) schedule for the day, (7) observation guidelines, (8) reflection forms 	Meeting 10	This includes Section I, and the group will provide resources 1–6 listed in the Key Components		<input type="checkbox"/> All items listed are complete <input type="checkbox"/> The six items have been provided to observers in advance and include detailed info (e.g., anecdotal notes) about students <input type="checkbox"/> 4 or more questions are listed related to the Research Theme, objective(s) and/or social or academic questions about students (These are not the same questions from the Points of Evaluation.)
	Teach and Observe the Research Lesson Purpose: To collect data on whether the Research Lesson accomplished the group's goals <ul style="list-style-type: none"> • Student release forms need to be submitted (If the student does not turn in a release form, they may leave the classroom for the lesson or sit out of sight of the camera and away from microphones.) • Observation should occur in-person • Video footage will be focused on what the students are doing • Video and audio have been tested prior to the Observation day • Observers have clear expectations on data to collect • Observers will be assigned specific students and/or groups • Observers understand best-practices for the observation • Observers may also include a Knowledgeable Other, Administrators, teachers from other LS groups, instructional coaches, etc. 	Meeting 11	H and I	Lesson Observ. Protocol Lesson Observ. Log Video Tips Low-Inference Data	<input type="checkbox"/> All items listed are complete <input type="checkbox"/> Observers collect focused low-inference data on specific students (one at each ability level), small groups, or whole group

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4. REFLECT And REVISE	<p>Reflect on the Observation Lesson and Revise Lesson Proposal</p> <p>Purpose: To discuss the effectiveness of the Research Lesson based on the collected data and possible revisions for improved effectiveness</p> <ul style="list-style-type: none"> • Debrief should occur as soon as possible after Lesson Observation • Use the following structure to debrief: complete the reflection forms, teacher reflects, other LS group members comment, guest observers share data, Knowledgeable Other gives final comments • Discuss comments from debrief and thoughts for revising the lesson and answer the questions listed in the Lesson Proposal • Watch the raw footage from the video and pause at key points to discuss (Note: The facilitator may time stamp the most crucial points of the video to focus the discussion.) • Make revisions as needed • Reteach the lesson with the revisions and repeat Phases 3 and 4 	Meeting 12	J	<p>Teacher Reflection</p> <p>Outside Observer Reflection</p>	<input type="checkbox"/> Debrief structure is followed <input type="checkbox"/> 100% of the discussion is focused on the students <input type="checkbox"/> Input is recorded by group and used to enhance the lesson (See questions below included in Section J: Reflect and Revise) Questions: <i>Lesson Objectives and/or Goals</i> <input type="checkbox"/> What were the lesson objectives and/or goals? <input type="checkbox"/> Did students master the stated objective(s)? <input type="checkbox"/> What data indicates whether or not students mastered the objective(s)? <input type="checkbox"/> To what does the team attribute the data results? (This may be specific lesson components and/or global statements about the lesson design.) <i>Research Theme</i> <input type="checkbox"/> Did the lesson promote students' growth in the attributes stated in the Research Theme? <input type="checkbox"/> What data indicates whether or not this growth occurred? <input type="checkbox"/> To what does the team attribute the data results? <i>Additional Revisions</i> <input type="checkbox"/> What, if anything, would the team change about the lesson to improve the lesson's effectiveness? AND Writing: <input type="checkbox"/> Written in third person
	<p>Make Recommendations</p> <p>Purpose: To provide additional insight to educators who may adapt and use the Research Lesson</p> <ul style="list-style-type: none"> • Provide recommendations for teachers which may include suggestions for intervention and enrichment 	Meeting 12	K	<p>Lesson Proposal</p>	<input type="checkbox"/> The group makes 3 or more recommendations for teachers planning to use this unit or research lesson <input type="checkbox"/> Based on the collected data, the team describes, <u>in detail</u> , next steps for this objective, such as moving forward in the unit or planning for intervention and/or enrichment activities AND Writing: <input type="checkbox"/> Written in third person

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5. SHARE And NETWORK	Prepare Lesson Proposal and Videos for Publication Purpose: To share the knowledge gained by the group, and to provide an instructional resource for educators throughout the state <ul style="list-style-type: none"> ● Ensure all fields of the lesson proposal are complete; concise; free of spelling, usage, and grammatical errors; and do not contain controversial content ● All content posted or shared meets copyright laws ● Post lesson proposal, lesson materials, and edited video to the Texas Gateway 	End of Process	N/A	Lesson Qualification Tool (See “Goal” column) Common Errors TEA Style Guide	<input type="checkbox"/> 100% of the Lesson Proposal sections are complete; concise; free of spelling, usage, and grammatical errors; and do not contain controversial content <input type="checkbox"/> TEA style guidelines are followed <input type="checkbox"/> All content posted or shared meets copyright laws <input type="checkbox"/> Video/audio is high quality <input type="checkbox"/> Video is chunked and aligned to proposal
	Network Purpose: To build a community among educational professionals who collaborate and share effective instructional practices <ul style="list-style-type: none"> ● Build a network of LS groups in districts ● Build a network of LS facilitators 	End of Process	N/A		<input type="checkbox"/> Lesson is shared at faculty meetings <input type="checkbox"/> Groups observe each other <input type="checkbox"/> Facilitators communicate w/ each other weekly