



Research Lesson Observation Protocol

A Note About the Videos: The first teach of the Research Lesson should be videotaped. This video will be used as a debriefing resource for the Lesson Study group. Watching the video, or video segments, may occur during the debrief or at a follow-up meeting. However, the video should be watched before the reteach occurs. (Note: The video for the reteach lesson should be high-quality video/audio and will most likely be the video the Lesson Study team submits for the Gateway review.)

Before the Lesson

Pre-Observation Meeting (15–20 minutes)

- Understand the content addressed in the lesson
- Develop a common understanding of team goals
 - Provides background on the research theme and how it relates to student learning
- Introduce lesson plan
- Provide observation guidelines
 - Do not engage in side conversations during the lesson
 - Circulate freely when students are working individually or in groups, but move to the side or back of the room during whole-class discussion
 - Make sure you are not blocking students' view
 - Refrain from interacting, teaching, or assisting the students in any way.
 - Take notes throughout the whole lesson
 - Remember the lesson belongs to the whole study group; it is OUR lesson, not YOUR lesson
 - Discussion of the lesson will focus on the data collected during the lesson. The focus is on the students and the lesson, not the teacher.
 - Remember we are pioneers. Mistakes are to be expected (and even valued). Many other teachers will be eager to learn from us about how to do problem-based historical inquiry.
 - How will we know what students learned?
- Frame the observation
 - What evidence do we need to collect in order to find out if our goals for the lesson were met? How will that evidence be collected? (Each observer should have a copy of the lesson on which they can make notes and a copy of the seating chart.)

During the lesson

Observing the lesson

- Take on a researcher role. (**The focus is on the students and the lesson, not the teacher.**)
- Use the goals of the lesson and the point of evaluation to guide data collection
- Take notes on individual student responses, using the students' names
- Record how students begin their work and approach the tasks
- Record interactions between students and between students and the teacher
- Document common misunderstandings the students had and how and when their understanding changed
- Indicate how individual students constructed their understanding through activities and discussions

- Document the variety of solutions that individual students use to solve problems, including errors

After the Lesson

Flow of the debriefing

- Facilitator should begin the feedback session by outlining the agenda for the discussion and briefly introducing the goals for the planning group (5–10 minutes)
- Thank the teacher
- Teacher comments on the lesson (5–10 minutes)
 - Shares impressions of the team's lesson and describes any challenges that were encountered
 - Reflects on what was learned in planning and conducting today's lesson
- Lesson study team members comment based on the collected data/evidence (30–45 minutes)
 - Presentation and discussion of data from the Research Lesson. (All team members, including teacher, go around and discuss each question, one at a time.)
 - What happened that was expected?
 - What happened that was unexpected?
 - Did we achieve our goal?
 - Each person shares one or two comments focused on evidence around student understanding
 - Share a strength, followed by a challenge
- Knowledgeable others and invited guests (10–15 minutes)
 - Their role is to share data collected, help the team make sense of the data, and assist them in considering where to go with the revision effort. (ask guiding questions)
 - Share lesson strengths based on collected evidence before sharing areas that may require attention
 - What do you appreciate about the lesson or the team's conversation?
 - Share comments based on the data they collected from the classroom conversations, student tasks, and student work
 - Highlight important events from the Research Lesson that were not discussed
 - Bring new knowledge from research and curricula
 - Show the connection between theory and practice with concrete examples from the lesson
 - Help others to reflect on teaching and learning
 - Based on the lesson and the team's conversation, what research on content theory and best practices would you like to bring to the table for the team to think about?
 - What are some possible next steps for the planning team?
- Open discussion about lesson revisions among team, invited guests, and knowledgeable others (60–120 minutes)
 - Which instructional decisions might have attributed to helping students meet these goals?
 - What aspects of the goals were not reached?
 - Which aspects of the lesson plan should be reconsidered based on this evidence?
 - How might this instructional change affect students' responses?
 - Why do we think this change would improve the lesson?
 - Is there information from our earlier research that may be relevant to these changes?

- Ideas for strengthening the lesson can be shared
 - I wonder what would happen if...?
 - What is another way you might...?
 - What might explain...?
 - Why did you decide to...?
 - In your planning, did you consider...?
- Think about additional student responses
- Facilitator closes the debriefing
 - Thank the team and final commentator
 - Express appreciation to the teacher for opening her classroom to the group

Video Lesson (Reteach) Debrief

- Can be done directly after the video lesson or at the post-lesson study wrap-up meeting
 - How were the observations about student understanding from the first lesson different from those of the revised lesson? What may have been the cause for these differences?
 - Did the changes to the lesson bring about desired changes in student learning?
 - Keeping the goals in mind, did the changes to the lesson result in a more effective lesson?

SOURCE: Adapted from *Leading Lesson Study: A Facilitator's Guide for Teachers and Facilitators*