Using Lesson Study to Increase Sheltered Instruction Implementation

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“More can be done to improve education by improving the effectiveness of teachers than by any other factor over which we have some control.”

What Works In Schools, Robert Marzano 2003
Content Objectives

Participants will be able to...

- Define what Lesson Study is and what it is not
- Distinguish between supportive and unsupportive feedback on lessons
- Identify the steps and behaviors that characterize an effective SIOP Lesson Study session
Language Objectives

Participants will be able to...

- Discuss the importance and relevance of Lesson Study towards teacher change
- Explain the cycle of SIOP Model Lesson Study
- Verbally debrief a lesson using the WWW SIOP Model Lesson Study graphic organizer
What is Sheltered Instruction?

Content concepts

Support for academic English

From Loudon County Public Schools, VA
A means for making grade-level academic content (e.g., science, social studies, math) more accessible for English learners (ELs) while at the same time promoting their English language development.

Deepen teacher implementation of sheltered instruction by creating a safe space for teachers to innovate

Increase teacher collaboration and reflection around the best practices for language learners

Transform practice
“Improving teachers’ learning – and in turn their own practice and their students’ learning – requires professional development that is closely and explicitly tied to teachers’ ongoing work.”

What is Lesson Study?

- A professional development process initially developed and implemented in Japan
- Focused on increasing instructional effectiveness through engagement in systematic examination of instructional practice
- Involves teachers working collaboratively on “study lessons,” including planning, teaching, observing, and providing lesson feedback
- Challenges teachers to identify a goal and related research question to explore

http://www.tc.columbia.edu/lessonstudy/lessonstudy.html
Increase instructional capacity by:

- Shifting professional learning into the context of the classroom rather than just the direct instruction of the workshop
- Providing teachers with opportunities to apply learning more consistently and regularly
- Encouraging collaboration and reflection

Annenberg Institute for School Reform, *Professional Development Strategies That Improve Instruction*
What We Have Seen...

- Safe environment to objectively analyze implementation
- Clearly set new goals for deepening and improving implementation
- Many teachers found this process to be affirming of their practice
- Rich conversations continued across grade levels
Visit and read each statement about lesson study.

Mark your opinion on the continuum below the statement.

When you are finished, move around the room to see your colleagues’ opinions.

Tally results with colleagues. Select someone to report results to the group.
Lesson study is about creating a unique, original, or never-seen-before lesson.

There will be no benefit from just a few lesson study sessions; it's important to conduct lesson study as many times as possible.

Lesson study is about perfecting a single lesson over time.

Lesson study is about producing a library of tried-and-tested lessons that can be shared with others.

The lesson study process encourages collaboration and reflectiveness among teachers.

In order to fully benefit from the lesson study process, teachers have to have many years of experience in the classroom and be able to develop model lessons.
Lesson study is about creating a unique, original, or never-seen-before lesson. False

There will be no benefit from just a few lesson study sessions; it's important to conduct lesson study as many times as possible. False

Lesson study is about perfecting a single lesson over time. False

Lesson study is about producing a library of tried-and-tested lessons that can be shared with others. False

The lesson study process encourages collaboration and reflectiveness among teachers. True

In order to fully benefit from the lesson study process, teachers have to have many years of experience in the classroom and be able to develop model lessons. False
Lesson Study Cycle

- Select a focus for the study lesson.
- Plan the study lesson.
- Publicly teach the study lesson (or film the lesson being taught).
- Conduct focused observation of the initial lesson based on the group’s goals.
- Conduct evidence–based debriefing of the initial lesson.
- Revise the initial lesson based on the group’s reflection.
- Teach the revised lesson.
- Conduct evidence–based debriefing of the revised lesson.
Operationalizing Lesson Study Cycle

- Provide teachers with an orientation to lesson study procedure and benefits.
- Form a small group to peer review lessons (grade level, content, etc...)
- Set a date when group will meet to share lessons (set aside 3-4 hours)
- Schedule filming of lessons
- Reconvene for teachers to take turns sharing videoed lessons
- Guide teachers through the process of providing constructive feedback prior to lesson study and during lesson study
Experienced SIOP teachers critique and thoughtfully question each other on aspects of the incorporation of sheltered instruction during lesson delivery.

They engaged in a dialogue of:
- Positive aspects of the lesson
- Clarifying questions
- Suggestions for improvement
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<th>WO W S</th>
<th>W O N D E R S</th>
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<tbody>
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<td>Things that caught your eye and made you go, “Wow!”</td>
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<td>Suggestions that the teacher might want to think about.</td>
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| **Example:** “Wow! I like how he used that very simple graphic organizer to scaffold student writing.” | **Example:** “I wonder what the students did prior to this lesson.”

“I wonder which students are the ELs in her classroom.”

“I wonder what method she used to select the target vocabulary words for the lesson.” | **Example:** “What if he used a word bank to teach/emphasize the key vocabulary he wants students to use when they talk about their posters?”

“What if she made sentence stems available for the lower proficiency level students in her class?” |
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1. The teacher under study will provide some background on the lesson and explain what SIOP component she would like to focus the lesson study on and why (5 min)

2. We will watch a segment of a lesson (10-15 min)

3. As we watch, we will take notes on our WWW chart focusing on the component(s) selected by the teacher under study (Wows, Wonders, What ifs)
4. Then, we will discuss the lesson based on our notes. When it is our turn to discuss, the teacher under study will be actively listening and taking notes. When she responds, we will also actively listen for more information and insights.

5. We will first discuss the “Wows” (10 min)

6. The teacher under study will have the opportunity to tell us what she has heard and share any new thinking/ideas (5 min)

7. We will then share our “Wonders.” Remember these are clarifying questions. (10 min)
8. The teacher under study will have an opportunity to answer our questions and give us more information about the lesson (5 min)

9. Finally, based on our observations and new information from the teacher under study, we will discuss the “What ifs.” Remember, What ifs are feedback and suggestions phrased in constructive and supportive ways (10 min)

10. When we are done, the teacher under study will summarize what she has heard and share any new thinking/ideas to revise her lesson. She will decide which ideas resonated most with her and which ones she wishes to try out (5 min)
### WWW with Sentence Stems

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**Notes:**
- I like the way …
- It was effective when …
- Students were successful when …

**Notes:**
- I wonder which …
- I wonder what …
- I wonder how …

**Notes:**
- What if you also …?  
- What if you enhanced the lesson by …?  
- What if, instead of …, you tried …?  

(siop CAL)
Learn More

- www.cal.org/siop
- *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*
  Deborah Short, Jennifer Himmel, Sandra Gutierrez, & Justine Hudec
- *Using Sheltered Instruction to Support English Learners*
  http://www.cal.org/resource-center/briefs-digests/briefs
- *An Insider’s Guide to SIOP Coaching*
  Ari Sherris, Thomas A. Bauder, & Lindsey Hillyard
- *Effective Practices for Increasing the Achievement of English Learners*
  http://www.cal.org/create/publications/briefs/effective-practices-for-increasing-the-achievement-of-english-learners.html