**Lesson Design Study Planning Template for LDS Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  ***Explore*** | **Goal Setting – Identify content areas to be addressed** | **Develop Action Research Theme** **1) Actual Student Qualities****2) If we improved curriculum and instruction, we would help our students acquire these *Ideal Qualities*.** |
|  ***Research*** | **Map the Lesson or Unit selected (where it occurs in current curriculum); identify the major goals to be addressed**  | **Investigate a variety of curricular materials to develop a research lesson**  |
|  ***Design*** | **Begin Writing the Research Lesson** **Focus Element:****Improvement of Practice****Teaching Strategies****Action Steps to assure student success;** |
| ***Experiment*** | **Complete and turn in the first Draft using the LAUSD template** **Include an Assessment Plan to measure the “actual student qualities” as well as knowledge of the content.** |
| ***Lead*** | **Complete the Final Draft and Lead the Lesson with Colleagues Observing (or videotape)** |
| **Lesson is taught by each of the Team Members** ***Observe:*** ***Reflecting******Sharing******Revising*** | **As teams cycle through the process—team member teaches, group observes, reflects, shares and revises.** |  |

 **Research Theme Statement**

**Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **OUR ACTION RESEARCH THEME:** |
| **OUR LESSON GOAL FOR STUDENT LEARNING OUTCOME:** |
| **WE BELIEVE THIS GOAL TO BE IMPORTANT BECAUSE:** |

**Form 4.2 Research Lesson Template**

**Team Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Research Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**[Grade Level(s)] \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

**[Subject Area] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School(s) \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

**Goals:**

**Standards Addressed in the Lesson:**

**Sequence of the Unit: (Unit Map):**

**Background Information:**

Why did we choose this topic for lesson study-action research?

Why is it important to have the lesson at this particular time in students’ learning?

Why did we choose the main activities?

What are the key instructional strategies that are needed for this lesson?

**Lesson Process: (When multiple grade levels-this part can be completed by each team member to be aligned with specific grade level)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Activities** **And Teacher** **Questions** | **Expected** **Student** **Reactions** | **Teacher Support** | **Points of Evaluation** |
|  |  |  |  |

**Evaluation of Lesson Success:**

**What is Action Research in LDS?**

**Action research** specifically refers to a disciplined inquiry by educators that informs and changes their practice in the future. The research is carried out within the context of the teachers’ environment –that is, with their students at their school site—focusing on questions that deal with educational matters at hand. Participants systematically and carefully examine their educational practice, using research techniques.

• Teachers work best on problems they have identified for themselves.

• Teachers become more effective when encouraged to examine and assess their work and consider alternatives.

• Teachers help each other by working collaboratively in search of solutions to everyday real problems.

• Teachers look for ways to improve instruction and increase student achievement.

• Teachers work with colleagues to improve their professional practice.

The process of action research allows educators to assess their needs, document the steps of inquiry, analyze data, and make informed decisions that lead to desired outcomes. Rather than dealing with the theoretical, action research provides the opportunity for practitioners to address concerns and implement changes in actual teaching and learning settings.

**THE REFLECTIVE PRACTICE PROMOTED IN LESSON DESIGN STUDY**

**What does it mean to be a reflective learner?**

Reflection is the key to growth. It is a means of reliving or recapturing experiences in order to make sense of them, learn from them, or develop a new understanding and appreciation. The word “reflection” comes from the Latin “*reflectere,”* meaning to bend back. In teaching, reflection is the act of stepping back and examining what is happening in the classroom and determining how teaching practices affect student learning. This means asking difficult questions such as:

• “Are the students engaged?”

• “Do students understand the concepts being taught?”

• “Are they able to apply the knowledge learned?”

Reflective practitioners seek answers to their questions as a window into a deeper understanding of teaching. Thoughtful self-examination requires honest self-analysis and open communication with colleagues. Therefore, the formative assessment process also includes reflective writing and conversation. FACT reflections use information that teachers gather through the formative assessment process to identify areas of strength and growth, and ultimately improve teaching.

**FACT User’s Guide (2014, P. 6)**