**Integrating Lesson Design Study into Professional Practice to Achieve**

**Haddon’s 2015-16 Goals**Teacher Collaborative Focus on becoming a Professional Learning Community

WARM UP:  (Introduction to items we will cover during our Professional Development work
  ***Agree-Disagree*)**

I. Lesson Design Study-- **What?  Why?  How? When?**

 A. **What?** Collaborative teachers engaging in and promoting the 4Cs of Twenty-first Century Skills
 to assure URM student achievement and success in pursuing college and careers.

 B. **Why?** The shift toward 21st Century Skills of the CCSS; and the anticipation of NGSS

 1. STEM has become critically important economically, socially, politically
 2. Equity issues in education are accentuated--have brought focus on reaching and teaching
 diverse populations through *culturally relevant pedagogy*
 3. Shifts in cognitive psychology research are now suggesting that our students must
 acquire a growth mindset.
          4. Understanding of social learning and the way in which our students acquire stereotype threat
 from parents, teachers, peers, media

     C. **How**?

 1. LDS provides teachers themselves with the time and opportunity in professional
 collaboration to navigate the transition now required for *active and engaged* classroom
 communities in which students learn through DOING mathematical thinking and problem solving
 DOING science, DOING social justice through engagement in communication using multiple
 literacies.

     2. LDS, that has been around for a long while is now being reintroduced as a means for teachers
 to set individual professional growth goals aligned with teaching standards as they seek and acquire collaboration and mentoring; in essence, it is a path to repairing our broken teacher evaluation systems.

 3. LDS helps teachers to track their own growth as professional over time and in collaboration;
 Educators are able to design, plan, teach, reflect and apply (PTRA) meaningful, multiple-
 discipline lessons.

    4. LDS ***engages*** teachers in the 4Cs: Collegial communication, collaboration, critical thinking
 and creativity. What are the processes that you wish to transfer into your professional practice?

 D. **When**? What co-teaching models are available that will enable Haddon to create school instructional planning procedures that enable regular time for co-teaching and LDS observations?

II. Review of Haddon's goal for implementing LDS:  MASTER PLAN--Student Success

 A. What is a key research theme that would promote achievement of the Haddon Avenue STEAM School’s Master Plan?

 Small Groups Brainstorm Theme Ideas

 1.
 2.
 3.

 III. Viewing a Sample Collaborative Lesson Design Study

 A. Small Groups Review Sample LDS Lessons

 B. Groups report out to whole group

IV. The LAUSD Lesson Study Process

 A. Small Group Review of the LAUSD Lesson Design Template

 B. Small Group Review of a Lesson Design Rubric

 C. Report out to whole group

V. Collaborative work on identifying or creating a Haddon LDS Plan

 A. Small Group Work Let's take one of these areas as a research theme from some of the key constraints
 URM population students face in achieving academic success
 1. Healthy? At home, school, community?
 2. Safe? At home, school, community?
 3. Engaged? At home, school, community?
 4. Supported?  At home, school, community?
 5. Challenged? At home, school, community?
 **For example:  Engaged**:
 *At home*: Do we know our students’ “Funds of Knowledge?” Do we know if their families engage them in the work of the household? Family business? community events?

 *At school*: Are we knowledgeable about applying *authentic* cooperative learning structures (aka: complex instruction or gradual release of responsibility)?

V. Collaborative work on identifying or creating a Haddon LDS Plan

 B. Small Groups Discuss this Question:

 *If we improved curriculum and instruction as we implement the CCSS and then the NGSS to
 promote more dimensional and integrated lessons, could we help our students acquire these
 Ideal Qualities*?

 List:

 Which of these would help out students to acquire the following:

 4Cs (handout)

 DOK (handout)

IV. Brain storming and Discussion of how Haddon might form Grade or Cross-Grade Level LDS Teams.

 A. Team Formation

 B. Identification of School’s shared Action Research theme (student-based)

 C. Plan to share LDS ideas at next Meeting

**Proposed Haddon PD Agenda
II. Beginning Lesson Design Study**

WARM UP:  Thinking at Right Angles

Completion of the Graphic Organizer will stimulate conversation on reflections on how the Lesson Design Process will promote new excitement in teaching and learning as professional educators.

I. Lesson Design Study--Tools for Engagement:

Brief engaged learning Demo Lesson for teachers to engage in and then process for 4cs, DOK and UDL.

II. Using an informal template to guide the beginning meetings of Lesson Design Study Teams.

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

|  |  |  |
| --- | --- | --- |
| Five Weeks before Lesson *Explore* | Goal Setting – Identify content areas to be addressed | Develop Action Research Theme 1) Actual Student Qualities2) If we improved curriculum and instruction, we would help our students acquire these *Ideal Qualities*. |
| Four Weeks before Lesson *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 Utilize the LAUSD Teacher Growth Planning Forms that enable you to establish 1) Data Based Objective2) Instructional Growth Objective Planing Sheet; and Lesson Design Template |
| Three Weeks before Lesson *Design* | Begin Writing the Research Lesson Focus Element:Improvement of PracticeTeaching StrategiesAction Steps to assure student success; |
| Two Weeks before Lesson | Complete and turn in the first Draft using the LAUSd LDS Include an Assessment Plan to measure the “actual student qualities” as well as DOK. |
| One Week before Lesson*Submit Forms Experiment* | Complete the Final Draft and Lead Lessons with Team Members Observing |
| Lesson is taught by each of the Team Members *Reflecting**Sharing**Revising* | As teams cycle through the process—team member teaches, group observes, reflects, shares and revises. | Strategize how classrooms can be covered as your team members are free to observe your LDS lesson to your students. Also, how you will receive feedback from team and how this will inform the next team member’s LDS presentation. |

**Proposed Haddon PD Agenda
III. Support in Leading Lesson Design Study- Professional Learning Communities**

**Proposed Haddon PD Agenda
IV. Evaluating Lesson Design Study**

**I. Lessons Learned**

**II. Recommendations for Improvement of Design with Engagement of Parents and Community**