

EDU 575 -- Inquiry to Practice 2

Lesson Study Memorialization Document

Team Members

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Lesson Study Team Excellence Norms

- **Open and kind communication in person and via text**
- **Be open to each other, both suggestions, ideas, and feedback.**
- **Check in with each other and keep each other accountable**
- **Stay organized and be a team player**
- **Have fun and learn together**

“Building Towards the Research Lesson” Resources

[Session 2 Agenda Link: Norming & Identifying a Problem of Practice](#)

[Session 3 Agenda Link: Study Phase - Knowing Our Students & Identifying an Equity Theme](#)

[Session 4 Agenda Link: Study Phase - PDSA Cycle 1](#)

[Session 5 Agenda Link: Study Phase - PDSA Cycle 2](#)

[Session 6 Agenda Link: Study Phase - Content Understanding Goal & Lesson Hypothesis](#)

Session 7 Agenda Link: Study Phase - Studying the Curriculum



Resource adapted from:

The Lesson Study Group
at Mills College

Lesson Date:

1/29

Instructor(s):

Zack

Grade Level:

10th grade

Summary Box # 1: Title of the Research Lesson

Personal Inquiry Question College Application Writing

Summary Box # 2: The Equity-Based Research Question and Rationale

How do we grade with an equity mindset for our diverse group of students, meeting students where they are at and encouraging academic risk?

Summary Box # 3: What's the Research - Input Synthesis of Research Here

Research Readings

[Do your grading practices undermine equity initiatives?](#)

[Grading for Equity](#)

 Time To Pull THE PLUG On Traditional Grading?.pdf

Insights and Implications from RAR Here:

Hank: Interviewing my veteran teacher gave me insight on how accommodations are made with a standardized rubric to align with goals in a student's IEP. With equity in grading Ms. Espinoza looks at each student individually and tries to meet the student where they are at. Aligned with a most recent article this allows a student to see what they need to do to be successful in small amounts.

Michelle: While conducting an interview with a veteran teacher at Rolando Elementary, Mr. Javier mentioned that he uses a standardized rubric to assess student performance or work. This helps ensure consistency and



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fairness in evaluating different assignments or projects. The rubric outlines specific criteria and expectations, making it easier to provide constructive feedback and assign grades objectively.

Zack:

Marlena:

Esmeralda:

Summary Box #4: The Research Lesson Content Topic

- College application writing and sentence combining
- Their narrative writing and essay writing is strong from last semester
- Narrative writing with a purpose and a word limit is new for them this semester. Student's aren't very familiar with using rubrics, but they will have practiced on an assignment prior to the lesson study cycle lesson.
- Learning how to better convey their ideas in a concise manner that still shows their personalities and stories

Summary Box #5: Background and Research on the Content Topic

Marlena: "Even if we develop a loving, supportive school culture, it won't mean a thing if the way we grade dispirited students or ever tells them that they can't be good at school." Your school could have a supportive culture but if your grading practices don't match up and are just as supportive then there is a problem with your practice. "If you are writing you are a writer, if you are doing math, you are a mathematician". Culture and grading practice needs to be aligned.

Hank: "Grades are the main criteria...Grades are the main criteria in nearly every decision we make about students, including promotion or retention, extracurricular eligibility, course placement and college admission." Z-Grades are a measure of responsibility, not intelligence.

Growth in students and providing positive affirmation are important than just viewing the percentage in grading scale.

Esmeralda: "It emphasizes the need to approach grading with **grace and fairness**, striving for equity that removes judgment and blame from the equation." Feldman (2017) also discusses the importance of grading in a fair and objective manner, based solely on students' knowledge rather than their behavior. "Grades become more fair and trusted when they're based entirely on what students know and not on how our schools judge their behavior."



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Michelle: “Equitable grading really supports building relationships. You have conversations, which is an opportunity to develop those soft skills. The students trust you more. They own their own work” (Alex, 2022). *Rubric co created.*

Zak: “Instead of grading homework, even based only on completion, one could choose simply to exclude homework from grade calculation completely. Choosing to not include homework in the grade has multiple benefits. -Students are no longer punished twice—once for not doing the homework and again when performing poorly on quizzes and exams.” Not be hit twice on the grade for not doing one thing stood out to me.

Marlena: Dad works at school with equitable grading practice. Students benefiting from supports and revisions, flexibility, and grading on competencies

Summary Box #6: Theory of Action

If we employ a rubric after students are taught the skill of lesson combining (with an empty box at the end for students to pick a writing goal) while students are making sense of sentence combining (content understanding goal), then students will be graded equitably, by meeting them where they are at and encouraging academic risk (equity-based research theme).

We'll see if it's working by looking at student writing samples and their self-evaluation matched with teacher evaluation (data collection).

Summary Box #7: Relationship of Unit Standards

Prior learning standards that unit builds on	Learning standards for this unit	Later standards for which this unit is a foundation
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9-10 W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to	9-10 L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	9-10 L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
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convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
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Summary Box #8: Goal of the Unit

Students will be able to understand how to combine sentences in order to write a strong college application while self-evaluating their writing based on a rubric and the teacher will also evaluate the students' work using the same rubric, including 1 box where the student gets to choose 1 criteria they want to be evaluated on.

Summary Box #9: Flow of the Unit/Rationale for the Design of Instruction

Building off of their narrative writing essay from last semester. Students will write about themselves with the purpose of applying to college.

Summary Box #10: Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (*) indicates when the research lesson will take place in the sequence.

Lesson	Learning goal(s) and tasks
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1	<i>Lesson Goal: Narrative writing</i> <i>Task: Letter to the teacher</i>
2	<i>Lesson Goal: Combine simple sentences to become complex</i> <i>Task: Sentence combining</i>
3*	<i>Lesson Goal: Evaluation</i> <i>Task: Evaluate an example essay using Lesson Study Rubric.</i>
4	<i>Lesson Goal: Use what they know about personal narrative writing and sentence combining to write a first draft of a college essay</i> <i>Task: First drafts of their college essay</i>
5	<i>Lesson Goal: Revision and self evaluation</i> <i>Task: Use the rubric to improve their first draft so their final draft is stronger</i>

Summary Box #11: Content Understanding Goal

Students will understand...9-10 L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Students will be able to understand how to combine sentences in order to write a strong college application while self-evaluating their writing based on a rubric and the teacher will also evaluate the students' work using the same rubric, including 1 box where the student gets to choose 1 criteria they want to be evaluated on so their second draft can be stronger..



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Summary Box #12: Scripting the Lesson

[Link To Lesson Plan Here](#)

Summary Box #13: Data Collection Plan

Writing samples and self-evaluated rubric

Summary Box #14: End of Cycle Reflection

Students were engaged. Students were able to compare multiple sample writing to the rubric to give them clear and conscience expectations of what should be in their writing sample. It was a great front loading technique for all students and to give them an idea for a college essay application.

One of the students recognized the importance of writing in 1st person and highlighting the positives of his life. In addition, students were able to combine sentences.



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