Lesson Study for Peer Observation

Grade/Subject	K-5 Math	**Length**	45 minutes
Driving Question	Does our lesson facilitation effectively engage students in learning?		
Objectives	• Identify a teacher for a peer observation • Think deeply about a chosen lesson by engaging in the math • Create a list of possible facilitation moves for the chosen lesson		
Framing	This co-lab is an agenda for a peer collaboration meeting in which teachers think deeply about one lesson that a member of the team will be teaching in the near future. All participants will help to generate possible facilitation moves that will best support student learning in the lesson. Following this meeting, the team will observe the lesson being taught and provide feedback around a focus question designed by the teacher teaching the lesson. **Teacher Team Prework:** Select, read, and do the math in one upcoming math lesson to study for your team. The exemplar lesson will be from Grade 3 Unit 6 Lesson 5. If this does not meet your team's needs, choose one that best suits your team. Review this deck if you need a bank of facilitation moves. Review the K-5 Mathematics Peer Observation Protocol & Evidence Collection Tool as you are considering which teacher will be the focus of the observation for this cycle of co-labs.		
Resources	Exemplar Lesson Grade 3 Unit 6 Lesson 5; Facilitation Moves deck; K-5 Mathematics Peer Observation Protocol & Evidence Collection Tool; CPS Instructional Core; Supporting Social, Emotional, & Academic Development; Facilitation Moves Planning Table; Co-Lab Feedback Survey; Skyline Professional Learning		
Practice Shifts			
Connections to CIWP/Team Goals			
Team Collaboration Focus			

Quarters 2 and 3 Suggested Implementation Timeline	Unit Study	⭐Lesson Study for Peer Observation	Debrief of Peer Observation	Data Study: Choose either the Unit Data Study or Lesson Data Study

Agenda

Title/Time	Topic (what)
Welcome and Build Community 5 min	• **Option:** What is your favorite math lesson to teach and why?
Set Purpose & Connect to Previous Work 5 min	• **Say:** In our previous meetings, we did a lesson study where we did the math of a lesson, explored how the tasks progressed through the LED cycle, and discussed the value of studying a lesson collaboratively. Today, we will continue this work by thinking deeply about one lesson a teacher from our team will be teaching in the future. We will help to generate possible facilitation moves that will best support student learning in the lesson. • **Learning Cycle Focus:** What **facilitation decisions** do we make when we prioritize depth of learning and the Inner Core? • **Shift in Practice**: • **Focal Lesson**: **Sample Focal Lesson:** Grade 3 Unit 6 Lesson 5 "Examples and Non-Examples of Quadrilaterals"
Launch: **Supporting Student Engagement** 5 min	• **Read**: Excerpt from Supporting Social, Emotional, & Academic Development • **Discuss:** What is one sentence that resonates with you and why? • **Say:** In this Learning Cycle, we will focus on decision-making at the lesson level and how we intentionally plan for facilitation moves that will deepen the impact of our chosen practice shift. Today, we will be looking at Grade 3 Unit 6 Lesson 5 "Examples and Non-Examples of Quadrilaterals" or the focal lesson [insert your lesson here] [teacher's name] will be teaching. We will get value out of this discussion because many of the facilitation moves could be effective in any math lesson. We will have an opportunity to see this lesson presented and observe the effectiveness of the facilitation moves as we observe the lesson together, by collecting data on the observation focus [insert teacher's name] has identified for us. In our next meeting, we will discuss how the facilitation moves deepened learning in a data study.
Explore: Do the Math 10 min	• **Engage** teachers in the math activity in the Explore section of the chosen math lesson. In the exemplar, teachers will classify shapes as rhombuses and not rhombuses. This is one of many sorts that are part of the whole lesson, and it was chosen because it would encourage a high level of sensemaking and discourse. Note: Please choose a problem that best lends itself to thinking about your chosen practice shift. Do not skip this part!
Explore: Practice Shifts Related to Facilitation Moves 10 min	• **Discuss**: Now that we have engaged with the math of this lesson, we would like to keep in mind our chosen practice shift. What facilitation moves would help strengthen this practice shift in this lesson? • **Record:** Use the Facilitation Moves Planning Table to brainstorm ideas.

Discuss: Choose Facilitation Moves 10 min	• **Framing**: The purpose of this observation is not to judge the quality of the lesson or the facilitation. Rather, the observer's role is to collect helpful evidence on how the facilitation moves aligned to the teacher's focus question. **Choose**: 1 facilitation move to focus on for upcoming peer observation. Fill out the Peer Observation Protocol Guide. • **Plan**: See calendar and agree on observation date/time/participants.
Closing & Next Steps 5 min	**Debrief:** How will this lesson study co-lab strengthen peer collaboration practice in our school? ○ What is the significance of using a planning protocol for facilitation moves to deepen student learning? ○ How do you think the work that was done today (planning facilitation moves and setting up a peer observation) will help effectively engage students in learning? • **Connect to Future Work**: Schedule peer observations of the lesson(s) reviewed during this Co-Lab. Complete the Peer Observation Protocol & Evidence Collection Tool and bring it to our Data Study Co-Lab on [insert date]. **Co-Lab Feedback** • Your feedback on this Co-Lab is valued. Please let us know your thoughts here!

Protocol Part 1: Facilitation Moves Planning Table

Directions: Complete the table individually or as a team AFTER engaging in the math portion of the co-lab.

Practice Shift	What facilitation moves will we make to strengthen the impact of our practice shift within this lesson?	What does success look like for this facilitation move? What might others observe? What will students say, do, and feel?

Protocol Part 2: K-5 Mathematics Peer Observation Protocol & Evidence Collection

Purpose: The purpose of this observation is not to judge the quality of the lesson or the facilitation. Rather, the observer's role is to collect helpful evidence on how the facilitation moves aligned to the teacher's focus question. Think of yourself as an additional set of eyes and ears in the classroom to capture evidence the teacher may not be able to in the moment.

Teacher being Observed	
Date/Time	
Observer	
Focus Question	

Helpful reminders:

- Collect data as requested by the lesson planning teacher/team.
- Observation data should be what you hear the teacher and students saying and/or what you see the teacher and students doing.
- Reflections about your observations can be added later to contribute to the debrief conversation.
- Resist the urge to help students or otherwise interfere with the lesson.
- Respect the classroom atmosphere by not engaging in side conversations.

Time	**Evidence Around Focus Questions**	
	Observation	**Reflection**

Note of Gratitude