

# Lesson Study: Powerful Assessment and Professional Practice

## Learning Goal:

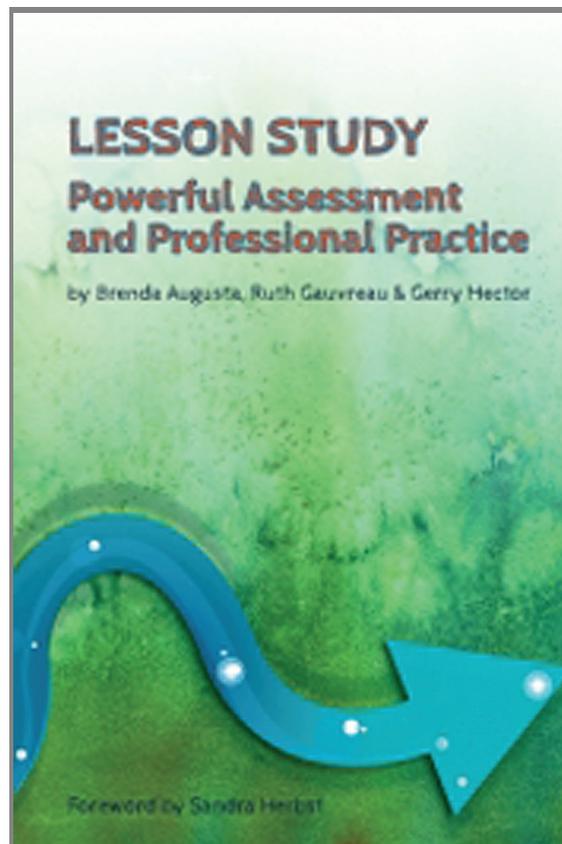
This conversation will focus on using the big ideas of assessment for learning, the gradual release of responsibility, and lesson study as a means to professional learning and change in practice.

## Materials:

- *Lesson Study: Powerful Assessment and Professional Practice* by Augusta, Gauvreau, and Hector
- Chart paper and markers

## Getting Started:

1. Ask participants to share, with a partner, a powerful professional learning experience and what made it powerful. As a whole group, begin a brainstorm list of “What counts in professional learning that leads to real change?”
2. Organize participants into groups of five, considering the following, depending upon your purpose:
  - They could all be from the same or different grade levels or subject areas.
  - The more varied the composition of the group, the more interesting the conversation.
  - Allowing participants to figure out the group they want to work with will make them more at ease and more able to take risks to support their learning.
3. Number off from 1 to 5. Ask each participant to read one of the chapters in *Lesson Study: Powerful Assessment and Professional Practice*, so that the whole book is read. Ask readers to note two or three ideas that capture the message of the chapter.
4. Arrange participants in “expert groups” (1s together, 2s together, etc.) to discuss their findings.



5. Rearrange participants in their original groups of 5, with each person taking a turn to share the thinking of the expert group on the selected chapter.

## Debriefing the Learning:

1. In new groups of 4 or 5, respond to each of the following questions on chart paper:
  - Chart 1: What key words or phrases from the book are resonating for you?
  - Chart 2: How do you feel about this approach to professional learning?
  - Chart 3: What implications could this have on our professional learning?
  - Chart 4: What are our possible next steps?Post charts and do a gallery walk. As a whole group, look for patterns and trends.
2. As a whole group, revisit the brainstorm list of what counts in professional learning. Is there anything you would add after the reading and conversation? Revise the list as suggested by the participants.

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- Discuss ways in which your current professional learning format is meeting these criteria and next steps or changes that could lead to more of the criteria being met.
- In what ways might following the process outlined in *Lesson Study: Powerful Assessment and Professional Practice* help you more fully meet your criteria?

## Taking Action:

Choose one or more:

- Apply the big ideas of assessment for learning to working with adult learners as you plan your next professional learning session or series. Use the chart on page 18 of *Lesson Study: Powerful Assessment and Professional Practice* as a planning frame.
- Meet again and have groups or individuals each read different **Key Learnings** found on pages 28, 38, 46 to 48, and 52 to 53. Have each group share:
  - the most important learning
  - the learning that connects most directly to your experience
  - the learning that might be important for your team
- Meet again and have groups or individuals each read different **Making it Happen** sections found on pages 29, 39, 48, and 53, and the Appendix found on pages 57 to 61. Discuss how this might work in your context.
- Engage in collaborative planning with colleagues. Consider asking the following questions:
  - If we \_\_\_\_\_ (model writing in front of our students, co-construct criteria with students on what makes a good lab report, clearly describe the learning destination in terms of what students need to know, do, and say in mathematical problem solving etc...) in what ways will student achievement and engagement improve?
  - Plan together as you think about how to do this with students. Try it with students, either as co-teachers or individually, and share what happens. Discuss, revise, and try again.

## Extending the Learning:

- Consider reading and discussing all of the book.
- Bring together a team of teachers - a small staff, a grade level team, a department, or a leadership team at a school. Read to the end of chapter 2 and follow the process described in the **Making It Happen** section on page 29. Use the **Making It Happen** section of each subsequent chapter to guide you through the entire process.