

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs

Winona Campus

Fall 2019

GPDI 5340A, Lesson Study

2 Semester Credits

Traditional

Course Dates/Hours/Location

Pre-Meetings: August - September, 2019

Meetings: Weekly October 28 – December 22, 2019

Rocori School District Offices, Cold Spring, MN

Prerequisite or Concurrent Courses

None

Faculty Contact Information

Jake Zauhar, zauharj@rocori.k12.mn.us, 320-685-7534 x4337

Office Hours: Before school day starts and 1 hour after school day ends, Monday-Thursday

Course Description

“Lesson study is a professional development practice in which teachers collaborate to develop a lesson plan, teach and observe the lesson to collect data on student learning, and use their observations to refine their lesson. It is a process that teachers engage in to learn more about effective practices that result in improved learning outcome for students.”

Taken from: Stepanek, J. et al, (2007), *Leading Lesson Study; A Practical Guide for teachers and facilitators*: Thousand Oaks, CA, Corwin Press.

This course invites educators into a professional collaboration with other new teachers. Lesson Study approaches teaching as intellectually demanding work rather than a set of skills to be implemented. Lesson Study helps teachers gain a better understanding of how their decisions and actions contribute to student learning. Lesson Study provides learning experiences for teachers that are congruent with effective professional development. Lesson Study is collaborative, comprehensive, and ongoing; focused on subject matter; teacher driven and classroom based; active and hands on; and focused on student outcomes.

Student Learning Objectives

Upon completion of this class, the learner is expected to be able to do the following:

- a. Analyze teaching and student learning through the Core Elements of Lesson Study which include: setting goals, planning the lesson, teaching, observing and debriefing, revising/re-teaching, and finally reflecting and sharing results.

- b. Research habits of mind in professional development: research stance, learning together, and self-efficacy.
- c. Evaluate and compare the big ideas that drive professional knowledge: Instruction, students, goals, and content.

Blackboard Access

GPDI course participants do not utilize the Saint Mary’s University Blackboard platform.

Required Textbook

Rocori District Teacher Development and Effectiveness Program: Lesson Study Manual

Other Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at pdi.smumn.edu. Resources include access to SuperSearch, an extensive database of practitioner-oriented and research-based articles. Non-degree seeking students can request a TCLibrary username and password for login purposes by contacting tchelpdesk@smumn.edu or by calling 612-728-5100: x7800, local Twin Cities or toll free 866-437-2788; Choose HelpDesk menu option 1 (for students). Please note in your correspondence that you are a non-degree seeking student registered for a GPDI course and would like to be issued credentials to use the services.

Technical Support For traditional/blended courses

GPDI learners should contact the PDI Program office at 1-877-218-4755 regarding registration. Contact instructor regarding school district technology support.

Topical/Activity Course Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Pre-Meetings August 2019	Face-to Face	Classroom Management – Instructional Strategies	Pre-Assessment Reflection
Pre-Meetings September 2019	Face-to Face	Class data Academy Day Partner Planning	Class Snapshot Class Snapshot Reflection Idea Analysis Swap Idea Analysis Swap Reflection
Session 1 October 2019	Face-to Face	Teacher Peer Observations Instructional Strategies	Observation Reflection Plan, perform, and reflect on Lesson Study Lesson

Session 2 November 2019	Face-to Face	Instructional Strategies Partner Planning	Plan, perform, and reflect on Lesson Study Lesson
Session 3 December 2019	Face-to Face	Portfolio Requirements	Complete a Professional Portfolio from activities 1-3 to present either in portfolio or electronic presentation

Course Time Standards

Master's and specialist level courses:

One graduate credit requires 15 contact or instructional hours. In addition, it is suggested that students invest a minimum of two hours per contact/instructional hour in outside study.

Synopsis of Assignments

Professional Reflective Requirements:

- 10 Points - Formal reflections on your learning found in the manual on pgs. 13, 21, 27, 34, 35
- 5 Points - One Final Reflection on your Lesson Study Experience (d)

Professional Assignment Requirements:

- 10 Points - Two class Snapshots (pgs. 15/16 and 22) (b)
- 5 Points - 1 Idea Analysis Swap (pgs. 17-20 and 23-26) (b, c)
- 30 Points - 2 Lesson Study Plan Lessons (pg. 29-33) (c)
- 40 Points - 1 completed portfolio including 6 artifacts (pg. 37) (d)

Student Expectations

Various workshops will be provided for new teachers and their veteran teacher partner.

- Fall: New teacher workshop: Introduction to Lesson Study (August)
 - Partner Planning: Date September, 2019
 - Veteran teacher workshop: Introduction to Collaborative Planning/mentorship: October, 2019
 - Partner Planning Date November, 2019

Educational Activities	Student Engaged Hours	Explanatory Comments
Course attendance & participation	25	Meeting and Group activities
Assigned Readings	15	Outside of class
Writing Assignments	20	Portfolio and Final Self-Assessment
TOTAL	60	

Assessment of Student Performance/Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. The grade of “I” (Incomplete) may or may not be given by the instructor at the student’s request when the required work is not completed. The student must submit a written request to the instructor and PDI Program office prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale		
A	90-100%	90 - 100
B	80-89%	80 - 89
C	70-79%	70 - 79
NC	below 70%	69-0

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Mary Ann McCann, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Email: mmccann@smumn.edu

University Conduct and Academic Policies

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, [Registration & Tuition Policies including Drops/Withdrawals](#) and University Conduct policy.

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