

	Fall	Winter	Spring
Percentage of grade	10%-20%	10%-20%	20%-30%
Number of LS lesson	1	1	1
Collaborative Planning group	3-5 teacher candidates under direction of instructor	1 teacher candidate, CT, and supervisor under direction of instructor (with options of additional site-based support personnel (SPED teacher, ESL teacher), option of additional PSU personnel, such as classroom management instructor)	1 teacher candidate, CT, and supervisor under the direction of instructor (with options of additional site-based support personnel (SPED teacher, ESL teacher), option of additional PSU personnel, such as classroom management instructor)
Where/how planning takes place	During methods class	Initiated in methods class, developed in team through both face-to-face and online options (Google docs, Skype meetings, etc.)	Initiated in methods class, developed in team through both face-to-face and online options (Google docs, Skype meetings, etc.)
Lesson	Goals, objectives, standards, teacher actions, anticipated student responses, student evaluation with observational tools	Goals, objectives, standards, teacher actions, anticipated student responses, student evaluation with observational tools	Goals, objectives, standards, teacher actions, anticipated student responses, student evaluation with observational tools
Delivery of lesson	Methods class Lesson may be videotaped	ST placement Lesson may be videotaped	ST placement Lesson may be videotaped
Audience	Teacher candidates, possibly ED students	Students in placement	Students in placement
Assessment of student learning	Observations by LS group using observational tools Exit slip or survey to determine content learning	Observations by LS group using observational tools Exit slip or survey to determine content learning	Observations by LS group using observational tools Exit slip or survey to determine content learning
Debriefing	In methods class Written reflection	At site same day as lesson delivery Written reflection	At site same day as lesson delivery Written reflection

Assessment of teacher candidate	LS lesson plan rubric, written reflection	LS lesson plan rubric, written reflection, rubric for student engagement and learning	LS lesson plan rubric, written reflection, rubric for student engagement and learning, rubric for flexible adaptation of teaching (teacher response to students), possibly revised lesson
Opportunities for Partnerships	PSU undergrads, other teacher licensure programs (BTP), alternative high schools	CTs, supervisors, school-based support personnel, PSU instructors	CTs, supervisors, school-based support personnel, PSU instructors

References (Fall)

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Honigsfeld, A., & Cohan, A. (2008). The power of two: Lesson study and SIOP help teachers instruct ELLs. *Journal of Staff Development*, 29(1), 24-26, 28.

Stigler, J., & Hiebert J. (2009). Closing the teaching gap. *Phi Delta Kappan*, 91(3), 32-37.

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Stepanek, J. Appel, G. (and others). (2007). *Leading Lesson Study: A practical guide for teachers and facilitators*. Thousand Oaks, CA: Corwin Press.