

SIOP Model Lesson Study: Job-embedded professional development

Educators who have already participated in SIOP professional development workshops benefit from ongoing, job-embedded training designed to deepen their understanding of the model and guide them in implementing SIOP techniques and principles more effectively in their classrooms. The SIOP Model Lesson Study is a professional development option that combines aspects of the Japanese Lesson Study approach with the principles and practices of the SIOP Model to optimize English learner language and content outcomes.

The purpose of the SIOP Model Lesson Study professional development sessions is to promote higher levels of SIOP implementation through a series of steps that encourage teacher collaboration and shared ownership of the teaching and learning process for English learners. Lesson Study participants work together to (1) identify goals and action research questions to test out in a SIOP Lesson Study lesson; (2), design a SIOP Lesson Study lesson that addresses identified goals and questions; (3) deliver the SIOP Lesson study lesson for fellow participants to observe, in person or via film; (4) debrief and provide specific, evidence-based feedback for the SIOP Lesson Study lesson; (5) and revise the initial SIOP lesson Study lesson based on peer feedback and practitioner reflection.

Prior to engaging in the SIOP Lesson Study process, CAL staff provides an Introduction to SIOP Model Lesson Study in the form of a one-day professional development session. Participants engage in hands-on activities that challenge them to renew and refresh their understanding of the 8 components of the SIOP Model, explore and define the SIOP Lesson Study process, identify the steps in the Lesson Study Cycle (see below), brainstorm types of observation feedback that are helpful, and practice and apply providing peer observation feedback using a specially designed graphic organizer (see the WWW Organizer, attached).

Participants then work in teams (typically by grade level in elementary settings, and by content area in secondary contexts) to identify goals and questions, design lessons, conduct observations, and share feedback in structured debriefing sessions. CAL staff plays an important role in facilitating the lesson observation debriefs, modeling effective use of the WWW Organizer to frame feedback in a positive light, guiding participants to be specific and targeted in their feedback, and providing an additional layer of SIOP Model expertise within the teacher group.

SIOP Model Lesson Study may be conducted as a single session of job-embedded support, but CAL encourages teacher teams to utilize this highly engaging, authentic, and rewarding approach in an ongoing fashion over the course of a school year. As participants repeatedly engage in the collaborative and reflective Lesson Study cycle, they work as a team to increase SIOP Model implementation and English learner success in their classrooms.

Introduction to Lesson Study¹

What is Lesson Study?

- A professional development process initially developed and implemented in Japan
- Focused on increasing instructional effectiveness through engagement in systematic examination of instructional practice
- Involves teachers working collaboratively on “study lessons,” including planning, teaching, observing, and providing lesson feedback
- Challenges teachers to identify a goal and related research question to explore

How can Lesson Study help educators improve their practice and better serve the diverse needs of English learners?

- Provides a process for teachers to examine their practice in order to answer questions about how they can serve their students more effectively
- When combined with the SIOP, focuses instruction on meeting the specific needs of English learners
- Equips teachers to collaborate in establishing targeted instructional goals and analyzing the degree to which those goals are achieved in a given lesson

SIOP Model Lesson Study Cycle

1. Select a focus for the study lesson.
2. Plan the study lesson.
3. Publically teach the study lesson (or film the lesson being taught).
4. Conduct focused observation of the initial lesson based on the group’s goals.
5. Conduct evidence-based debriefing of the initial lesson.
6. Revise the initial lesson based on the group’s reflection.
7. Teach the revised lesson.
8. Conduct evidence-based debriefing of the revised lesson.

¹ Retrieved from: <http://www.tc.columbia.edu/lessonstudy/lessonstudy.html>

Wows, Wonders, and What Ifs

The WWW graphic organizer has two primary functions:

- Provides space to capture qualitative observation data (observation note-taking)
- Structures how observation feedback will be shared (categories for three types of feedback; sentence stems for each type)

The debrief session typically proceeds as follows:

- Brief overview of the SIOP Lesson Study lesson to be observed (by the teacher)
- SIOP Lesson Study lesson observation (live or via film) and note taking using WWW organizer (by the team)
- SIOP Lesson debrief (by teacher and team together, and facilitated by CAL staff; generally starts with Wows and proceeds through the other W's, but allowing for natural fluidity among and between feedback types)
- Brief summary of planned lesson revisions (by the teacher)

<p>Wows</p> <p><i>Things that caught your eye and made you go WOW!</i></p>	<p>Wonders</p> <p><i>Questions you would like to raise and discuss with the peer reviewers.</i></p>	<p>What Ifs</p> <p><i>Suggestions that the teacher may want to think about.</i></p>
<p>Example:</p> <p>“Wow! I like how you used that very simple graphic organizer to scaffold student writing.”</p> <p>Sentence Stem:</p> <p>Wow! I like how you _____!</p>	<p>Examples:</p> <p>“I wonder what students did prior to this lesson.”</p> <p>“I wonder which students are the English learners in this classroom.”</p> <p>“I wonder what method you used to select the target vocabulary words for the lesson.”</p> <p>Sentence Stem:</p> <p>I wonder _____.</p>	<p>Example:</p> <p>“What if you used a word bank to teach/emphasize the key vocabulary he wants students to use when they talk about their posters?”</p> <p>“What if you made sentence stems available for the lower proficiency level students in her class?”</p> <p>Sentence Stem:</p> <p>What if _____?</p>