

Lane Community College Winter 2021

Report on Faculty Interest Group: Japanese Lesson Study with *Small Teaching Online*

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Annick Todd, Jen Sacklin, Colleen Shields, Cybele Higgins, Jacqui Whisler

**FIG Japanese Lesson Study/TPEG Model
Meeting #1 Agenda
January 15, 2021**

Attendees: All Present

Before January 15:

- Read [your chapter](#) from Small Teaching Online
- Be prepared to briefly summarize your chapter with the group
- If it's helpful, take a look at the [online education policy brief](#)
- Think about which of the [standards \(from OACCRS or ELPs, for example\)](#) you want to target this term in our FIG lessons

On January 15:

- Watch overview [video about TPEG process](#)
 - **January 13:** Intro to TPEG and Small Teaching Online
 - **January 29:** Lesson Planning (and teaching occurs before February 12)
 - **February 12:** Observation and Discussion
 - **February 26:** Lesson Revisions (and re-teaching occurs before March 12)
 - **March 12:** Review
- Decide how to divide ourselves into teaching pairs/groups

	Group 1	Group 2	Group 3
Teach Lesson	Indy (<i>Reading F</i>)	Tracy (<i>Reading & Oral Skills D</i>)	Colleen (<i>Listening & Speaking F</i>)
Re-teach Lesson	Annick (<i>Reading E</i>)	Amy (<i>Reading & Oral Skills C</i>)	Cybele (<i>Listening & Speaking E</i>)
	Jacqui (<i>Combined Skills 502</i>)	Kelsey (<i>None</i>) - <i>Visiting Teacher?</i>	Jen (<i>None</i>) - <i>Visiting Teacher?</i>

- Decide on target student learning objective for our sessions
 - Find the parallel in the standards
 - Consider how to teach digital literacy within the standard
- Summarize and discuss each of our Small Teaching Online chapters on [Jamboard](#)
- Use a [template from the TPEG website](#) to begin planning our lessons

For homework between January 15 and January 29:

- Research and brainstorm different ideas for teaching that objective to students.

- Explore further best practices in education that you want to implement in the lesson that we plan during our next meeting.

FIG Japanese Lesson Study/TPEG Model
Meeting #2 Agenda
January 29, 2021

Attendees: All

Before January 29:

- Research and brainstorm different ideas for teaching your group's learning objective to students
- Explore further best practices in education that you might want to implement in your lesson
- Consider how to improve students' digital literacy through your lesson

On January 29:

- Tracy summarizes Ch. 9 of Small Teaching Online on our [Jamboard](#)
- Divide into groups of 3
 - Create a lesson plan(s) that target our chosen problems of practice and student learning outcomes
 - Can use the [template from the TPEG website](#)
- Make plan for watching the execution of the lesson(s)
 - 20-30 minute part of class?
 - See how it integrated into the rest of the unit and class period
 - Hard to meet objective in 20 minutes
 - How to observe breakout rooms
 - Leave one group in the main room?
- If there is time, we can share our lesson plans with one another

For homework before February 12:

- Finalize your lessons
- Indy, Tracy, and Colleen will teach and record the previously planned lessons
 - Make sure you leave one group in the main room so we can observe them
 - Drop your [Zoom link in the Google doc](#) in our shared drive
 - Include a timestamp of when to watch
- Instructors do NOT need to watch the lessons before February 12, we just need access to them
- Note the time change for next meeting 4:30 instead of 4:00 pm

**FIG Japanese Lesson Study/TPEG Model
Meeting #3 Agenda
February 12, 2021**

Attendees: All

Note the time change for this meeting is 4:30 instead of 4:00 pm

Before February 12:

- Tracy, Indy, and Colleen will teach and record the previously planned lessons
 - Make sure you leave one group in the main room so we can observe them
 - Drop your [Zoom link in the Google doc](#) in our shared drive
 - Include a timestamp of when to watch

On February 12:

- Divide into groups of 3
 - Instructors will review the lessons identifying areas of confusion for students, common misunderstandings, and how learning objectives could be better met
 - Can use the [template from the TPEG website](#) to conduct this review
- If there is time, we can share as a whole group what we noticed

For homework before February 26:

- Brainstorm and/or research ways to improve the first version of the lesson
- Come to the next meeting ready to revise the lesson together

FIG Japanese Lesson Study/TPEG Model
Meeting #4 Agenda
February 26, 2021

Attendees: All

Note the time change for this meeting is 4:30 instead of 4:00 pm

Before February 26:

- Brainstorm and/or research ways to improve the first version of the lesson
 - Pay special attention to Small Teaching Online
 - Think especially about how to engage asynchronous learners
- Think about how to present your TPEG's work to the whole group. Reflect on these questions:
 - What were the goals of your lesson?
 - What evidence did you have that these goals were achieved?
 - What did students struggle with in the lesson?
 - What changes is your group making to the lesson to address these challenges?
 - How will your group better engage asynchronous learners in the re-teach?
 - Have you incorporated any strategies from Small Teaching Online? If so, what?

On February 26:

- Divide into groups of 3
 - Instructors will revise the lessons based on their reflection from last meeting
 - Can use a copy of the [template from the TPEG website](#) to create a new lesson plan
 - Prepare to present your TPEG's work to the whole group
 - Use this [Jamboard](#) to prepare
- Groups will come back together and present their TPEG's work to the whole group (see questions above)

For homework before March 12:

- Finalize your lessons
- Annick, Cybele, and Amy will re-teach and record the revised lessons
 - Make sure you leave one group in the main room so we can observe them
 - Drop your [Zoom link in the Google doc](#) in our shared drive
 - Include a timestamp of when to watch
- Instructors do NOT need to watch the lessons before March 12, we just need access to them
- Note the time change for next meeting 4:30 instead of 4:00 pm

FIG Japanese Lesson Study/TPEG Model
Meeting #5 Agenda
March 12, 2021

Attendees: All

Note the time change for this meeting is 4:30 instead of 4:00 pm

Before March 12:

- Finalize your lessons
- Annick, Cybele, and Amy will re-teach and record the revised lessons
 - Make sure you leave one group in the main room so we can observe them
 - Drop your [Zoom link in the Google doc](#) in our shared drive
 - Include a timestamp of when to watch

On March 12:

- Divide into groups of 3
 - Instructors will watch the revised lessons and evaluate the changes made and the impact on students
 - Can use a copy of the [template from the TPEG website](#) to create a new lesson plan
 - Prepare to present your group's conclusions on the TPEG process to the whole group
- Groups will come back together and present their final conclusions to the whole group about the following:
 - Deprivatizing the classroom
 - Developing a growth mindset as teachers
 - Small Teaching Online

FIG Japanese Lesson Study/TPEG Model Final Takeaways

- It was really useful to get to collaboratively lesson plan with other instructors who also teach English language learners. This is not something many (if any) of us had experience doing, but it gave us an opportunity to try out new strategies in the classroom that we might not have tried otherwise.
- Observing one another is a great way to get new ideas for your own classes. We were able to see new ways of redirecting students' misunderstandings, new ways of presenting new information, etc. It's also really useful to get to watch yourself and see the "ticks" you have in the classroom that you don't know about.
- Getting feedback from colleagues who are experts in our field was much more useful than feedback from colleagues outside our field. Some participants had done Teaching Squares and found this FIG feedback more substantive because of the shared expertise.
- It was encouraging to get to re-teach the lesson and see that the issues from the first lesson actually got addressed. It was also useful to see that after those first issues were addressed, we were able to see even more improvements that could be made in the second lesson. No lesson is ever perfect. This is at the heart of the growth mindset.
- This method of professional development got us to apply what we were learning immediately in contrast to other PD workshops where you learn about cool ideas but may never implement them in your practice.
- Perhaps we don't need such a structured observation template going forward.
- We should observe one another's classes live more often. We could even specify what things we want our colleagues to give us feedback on.
- We need dedicated time to get to work together like this in order for this collaboration to actually happen. Optional brown bags and virtual hallways haven't seemed to work because everyone is so busy and operating on different schedules. Perhaps this can become a task that we do as a whole department as a Professional Learning Community. Tracy and Cybele know more about this opportunity.
- We may be able to incorporate online best practice checklists from Indy, Meggie's Hypothesis training, or Jen's instructional design expertise in future lesson planning/observation cycles.