LESSON STUDY

OCTOBER 1, 2012

WELCOME

- Introductions
- ‘Historical’ context
- Past experience/knowledge
- Problem #1
- Problem #2
- Logistics

HISTORICALLY

- Armando Preciado

PAST EXPERIENCE

- About 20 teachers involved last year
- Met at the Calgary Science School every two weeks
- Guidance provided by CSS based on their prior experience

BREAK

PROBLEM #1

- Who Finishes When?
- Alice's walking rate is 2.5 meters per second. Her younger brother Mack, walks 1 meter per second. Because Alice's rate is faster than Mack's, Alice gives Mack a 45-meter head start in a 100 meter race. What happens in the race?
- Explain your strategy for solving this problem and give evidence to support your answer.

- What if there was no head start?
- How long would it take Alice to erase the head start?
- How can you make the race closer?
- How can you make the race a tie?

- How do the various solutions show the same information?
- How do the various solutions show different information?
- Which solutions/representation do you think is the easiest to understand? Why?
- What change(s) could you suggest to make the problem more interesting?

lunchbreak

PROBLEM #2

- What time did the ice begin to melt?

BREAK

LOGISTICS

- 3 Cohorts - Rocky View (5), Golden Hills (10), Westmount (5)
- 3-4 half day follow up meetings
- Complete by beginning(ish) of December
- Reflections will be collected through final interviews and post-survey

FOLLOW UP MEETINGS

- All cohort members meet at one school
- Observe one class for evidence of student learning
- Debrief lesson observed and share learning from observation class and your own experience
- Learn new problem

OBSERVATIONS

- Guidelines
  - Do not interfere with the natural process of the lesson; however please circulate, listen and talk to students when appropriate
  - Take notes of what you observe and be detailed
  - Distribute yourselves (don't all watch the same group of students)
  - Decide on a focus for your observations

DEBRIEFING

- Guidelines
  - The teacher who taught will comment first
  - When discussing something from the lesson, be specific
  - Bring evidence and be particular
  - Be positive first
  - Be reflective

TO DECIDE WITHIN YOUR COHORT

- Which problem?
- When are you going to do it by?
- How are you going to collect evidence of student learning?
- Whose class will be the first observation class?
- When are you going to meet next?
- When? Where? Time? Class?

OTHER

- Gathering data/information at your school
- Sub Release
- Moodle - http://learning.arpdc.ab.ca/course/view.php?id=190 - Lesson Study; username: email address and password: changeme

OTHER

- Questions?
- Homework
  - Use the problem in your class and gather evidence (video, audio, artifacts) of your students' learning
  - Read "Lesson Study: The Impact on Teachers' Knowledge for Teaching Mathematics"

CONTACT INFO

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