

Using Lesson Study to Align Elementary Literacy Instruction within the Response to Intervention Framework

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The teachers at Desert Sun Elementary School began implementing a Response to Intervention (RtI) approach to serve their students. In line with RtI principles, they analyzed data and discussed students' instructional needs. The teachers quickly realized that the students with the greatest needs were learning not only the many concepts in the general education curriculum, but also a smaller set of different concepts in supplemental instruction. The teachers were concerned with the differences between the general education, or core curriculum, and the support these students received in supplemental instruction. The teachers decided they needed a way to align instruction for the students who struggle most, to ensure that concepts, skills and strategies taught in the core curriculum are revisited in supplemental or tiered instruction. Additionally, because they were targeting specific reading skills they needed to think about how to teach and remediate skills that are fundamental to successful decoding, vocabulary learning, fluency and comprehension. The teachers heard about some nearby schools implementing a professional development process called Lesson Study. They began to investigate what Lesson Study involves and realized that it has the potential to help them plan collaboratively to create aligned RtI Instruction. As a school, they made a decision to implement Lesson Study to see if it could help them develop more aligned RtI instruction.

The central premises of the RtI approach are that: a) students with learning disabilities and other struggling learners can profit from high-quality, scientifically-based instruction and, b) teachers should collect data to track whether or not students respond to intervention. Intervention within an RtI framework is delivered in three tiers. Tier 1 is the general education or core instructional setting. Students who struggle in tier 1 then receive instruction in tier 2, a more

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intensive setting, such as small group instruction within the general education classroom.

Students who need even more help receive instruction in tier 3, the most intensive setting, which may include, for example, one-on-one instruction. Instruction across the tiers must be coordinated for students to achieve in the general education reading curriculum within a multi-tiered system (Gersten & Dimino, 2006). General and special education teachers, therefore, must collaborate on critical instructional decisions (Johnson, Mellard, Fuchs, & McKnight, 2006; Wonder-McDowell, Reutzel, & Smith, 2011).

Without collaboration, core instruction provided in tier 1 may be disconnected from supplementary reading instruction provided in tiers 2 and 3 (Wonder-McDowell, Reutzel, & Smith, 2011). For students at risk of academic failure, the disconnect across tiers may result in heightened confusion, fragmented knowledge, and lost practice opportunities (Wonder-McDowell, Reutzel, & Smith, 2011). For example, tier 2 and 3 instruction often introduces new concepts and skills that are not addressed in tier 1, adding to the overall amount and kind of learning that students less skilled in reading need to master. Struggling learners and students with learning disabilities would benefit more from supplemental instruction that is aligned with tier 1 instruction and therefore likely to extend and deepen students' understanding and mastery of skills introduced in the general education classroom. To achieve this kind of alignment, general and special education teachers need sufficient knowledge and pedagogical skills for providing aligned core and supplementary reading instruction as well as structured opportunities to collaborate.

One way of approaching this alignment is Lesson Study (LS), which can be applied to any content area. The goal of this paper is to present the potential of the LS framework for aligning reading instruction across general and special education within RtI. In this article, the

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authors will identify and explain the traditional features of the LS cycle. Practical steps are discussed that can be taken within each component of the traditional LS cycle to support general and special education teachers in aligning the curricula, goals, and strategies throughout the instructional tiers of the RtI framework.

Using Lesson Study as a Tool for Alignment

Lesson Study (LS) is an effective strategy for designing and implementing aligned instruction because it helps teachers develop collaborative goals for instruction that are based on content standards (Brownell, Robinson, Benedict, 2012). Furthermore, LS helps teachers analyze the degree to which their instruction is successful in helping students meet those goals. Successfully implemented, LS includes collaborative lesson planning, lesson implementation, lesson observation, and reflection (Gersten et al., 2010). LS is a vehicle for teachers to engage in close examination of their classroom practices and reflect meaningfully on the degree to which students are achieving content standards (Stewart & Brendefur, 2005). LS has been proven to increase teachers' abilities to better differentiate instruction based on their students' learning needs (Rock & Wilson, 2005). Additionally, LS's collaborative structure has supported teams of teachers in increasing instructional coherence in strategy implementation between classrooms (Lewis, Perry, Hurd, & O'Connell, 2006). These features make LS a promising tool for supporting teachers in aligning core and supplementary instruction within the RtI framework.

Phases of the Lesson Study Cycle

The structure of LS enables teachers to (a) study learning standards and curriculum to plan and develop long and short-term student goals; (b) develop collaborative lessons to support students in achieving learning goals; (c) use peer observation to analyze the instructional delivery, lesson content, and students' learning during the lesson; and (d) improve future lessons

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to better meet the learning needs of the students (Lewis et al., 2006). The lesson framework suggested by the authors to promote alignment through all of the RTI instructional tiers incorporates the features mentioned above (Lewis et al., 2006), but modifies the process to enable teachers to collectively plan aligned lessons (see Figure 1). The five phases presented in the following sections are intended to guide teachers through the process of building aligned lessons using LS framework.

LS teams come together in different ways for different reasons. Some LS teams volunteer (Lewis et al., 2006), while other teams of teachers are placed together because of the grade level or content area they teach (Lewis, Perry, & Hurd, 2004). The frequency that teams meet to collaboratively plan varies. It is common for LS teams to meet 2-3 times per month for 45 minutes to two hours (Saunders, Goldenberg, & Gallimore, 2009). The most effective LS teams meet consistently for periods of time that are long enough to allow teachers to work through all of the phases of the LS framework. Also, consistency of group membership supports LS teams in establishing a trusting, collaborative community conducive to risk taking and critical discourse.

Phase 1: Getting started. *Once the Desert Sun teachers determined a mutually agreeable time and location for LS meetings, they were ready to begin the LS process. The teachers came prepared to their first meeting with all the instructional materials necessary to plan effectively. To support them in time management, the Desert Sun teachers decided that they needed a group facilitator. Laurie was the grade level team leader and had the most knowledge in evidence-based literacy instruction. For these reasons, the team selected Laurie to be the team's facilitator. Laurie led the team in their first order of business: collectively determining how the team should interact during LS planning sessions by establishing ground rules to*

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support the LS team in engaging in more constructive discourse to promote instructional alignment.

Often a LS team will identify one individual within the group to serve as the facilitator. LS groups with facilitators tend to be more focused and use their time more efficiently (Rock & Wilson, 2005). LS facilitators could be a school administrator or teacher who is organized and comfortable guiding the group planning session. The facilitator should make sure the participants are aware of the start and end times of the LS session and bring all materials necessary to plan successfully. Suggested planning materials include: student data, curriculum, pacing guide, supplementary materials, students with disabilities' Individualized Education Plans (IEP), and a calendar. At the start of each LS session, the facilitator's job is to welcome teachers and address housekeeping issues.

A positive, safe environment that supports idea sharing and risk taking is necessary for teachers to learn and reflect. It is helpful for a LS team to create a set of norms to be followed during planning sessions and lesson observations. Clearly established group norms during the LS session, and during lesson observation, supports collaboration and alignment. For example, in order to establish a positive environment conducive to collective planning, the facilitator can remind teachers of the need to use tentative language (e.g., you might want to consider...), listen actively to peers, refrain from evaluating ideas for lesson strategies, and asking questions that focus the team's discussion (e.g., How do you see that strategy meeting the goal you selected?) (see Table 1).

When many teachers first begin LS, they are uncomfortable with the idea of being observed by their peers while teaching. Mediation or peer coach training may be useful to aid in reducing anxiety. Training can maximize teachers' LS experience by giving LS teams a

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framework for talking about critical issues and approaching conflict meaningfully (Rock & Wilson, 2005). Teachers will likely need support in learning to analyze each other's instruction and provide constructive feedback; the communication skills and strategies taught through these trainings can provide such support (Little, 2003). A planning framework can help the facilitator support groups in maximizing LS planning (see Figure 2) (Sims & Walsh, 2009). Once the foundation for LS is in place, teachers can begin analyzing students' data and studying the curriculum to support them in developing aligned goals appropriate for the students' learning needs (see Table 1).

Phase 2: Analyze data and study the curriculum. *Using the LS Implementation Framework, the Desert Sun teachers first examine data relevant to students' present level of academic performance. During this phase of the LS cycle, Laurie guides the teachers in looking at students' performance on previous standardized assessments, students' progress towards IEP goals, students' performance on CBM fluency probes and decoding measures, and anecdotal teacher observations about student learning. While analyzing this information, the LS team notices that many of the students have significant gaps in their morphological knowledge (e. g., mastery of spelling principles through the analyses of word parts and their meaning). This was very concerning because the teachers were aware that increasing the students' morphological knowledge would not only help them decode multisyllabic words, but also support them in spelling and reading comprehension.*

Teachers begin LS by reviewing student data and studying the curriculum (Chassels & Melville, 2009; Lewis, 2002; Rock & Wilson, 2005). Teachers, therefore, should come to the LS session prepared with student data, IEP goals, curriculum, and pacing guides. During this phase of the LS cycle, teachers revisit previous aligned lessons, evaluate their success at meeting

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students' learning needs, and reflect on their instructional experiences related to implementing aligned lessons. For example, the special education and general education teachers may discuss students' error patterns, reflect on a student with a reading disability's response to instruction in whole and small group, or critique the alignment of strategies across tiers. Teachers may then reflect on how they adjusted the lesson when they noticed students mastered the concept taught or demonstrated difficulties with the concept. After reflecting on the previous LS lesson and the students' responsiveness to that lesson, LS teams should return to the data. Progress monitoring is an important component of the RtI framework and an essential component of monitoring students' learning toward achieving IEP goals. When discussing students' responsiveness to instruction, it is helpful for teachers to use progress monitoring data as evidence to support their rationale.

Familiarity with grade level standards, pacing guides, curriculum, and students' IEP goals is necessary because after reflecting on teachers' previous implementation experiences, and examining students' data, LS teams begin to plan their next instructional steps. For example, LS teams may consider what they will do next during tiered instruction to meet their students' learning needs. In addition, they may discuss how they will ensure students that struggled with the previous academic concept are successful on the next skill. Also, they may reflect on what they will do differently to respond to students' errors (see Table 2).

Phase 3: create aligned goals. *The Desert Sun teachers decided to focus their aligned lessons on increasing their student' morphological knowledge. Laurie supported the team in developing a mutually agreed upon goal to increase students' knowledge of prefix families based on previous student data and IEP goals. Specifically, in core instruction, the teachers decided to start with the "not" prefix family (e.g., dis-, un-, in-, im-, il-, ir-, non-). They anticipated that*

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teaching all of the prefixes in the “not” family during tier 2 and 3 instruction may be overwhelming to the students. For this reason, they decided to narrow the instructional focus for supplemental-tiered instruction to target the prefixes from this family that the students are most likely to encounter frequently.

After reflecting on the delivery of the previous LS lesson and the students’ responsiveness to that lesson, the LS team should begin to prepare for the next aligned lessons. At first, the team should create an instructional goal that is content specific and general. Once an overarching goal has been established by the LS team, teachers providing tier 2 and tier 3 intervention should consider how the goal can be adjusted during lessons to improve support for struggling learners and students with disabilities to meet IEP goals. Consider the Aligned Learning Goals included in the sample-aligned lesson in Figure 2. In this example, the LS teachers made the goal increasingly more specific throughout the instructional tiers. In core instruction, the general education teachers will be teaching students the prefix family “not” (e.g., *dis-*, *un-*, *in-*, *im-*, *il-*, *ir-*, *non-*). In tier 2, however, the instructional goal narrows to include only the prefixes *dis-*, *un-*, and *in-* from the “not” family to better ensure students’ success. In tier 3, the teachers tighten the instructional focus to only include the prefix *dis-* from the “not” family. The goals were developed using the data and reflections for the previous lessons’ implementations to create aligned learning goals that the teachers believed were appropriate for all learners (see Table 3).

Phase 4: Design the aligned lessons. *Now that the Desert Sun LS team had established their instructional focus they were ready to plan their aligned lessons. The teachers thought about the prerequisite skills necessary to spell, decode, and understand words from the “not” prefix family in isolation and within the context of a passage. The teachers created a review for*

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each tier targeting these skills. For students receiving tier 2 and 3 instruction, the review was more comprehensive and tailored to students' individual needs. Laurie then led the LS team in collaboratively planning the content of the lessons. They began with core instruction and then worked their way through the tiers considering strategies for intensifying their instruction. At times, the team would lose focus, or spend too much time discussing one aspect of the lesson. During these instances, Laurie redirected the team's discourse back to improving instruction as a means to increase student learning.

Next, LS teachers unpack the goal to determine what skills to include within their review. Unpacking the goal means that the team will analyze the new instructional concept to determine the skills necessary for mastery. Thorough investigation of the skill sequence is essential, because although the LS team is reviewing the skills needed for all students to be successful within the aligned lessons, teachers need to anticipate potential student errors and determine which skills may need to be pre-taught to the students in tiers 2 and 3. Unpacking the goal and determining the skills necessary to master the aligned learning goals also supports the LS team in determining the appropriate pacing. For an example, see the Aligned Learning Goals in the sample-aligned lessons. In the illustration (see Figure 2), the teachers unpacked their goal for the “not” prefix family and determined what elements to review within the aligned lessons, including specific patterns and the BEST cognitive strategy (O'Connor, 2007).

Once teachers have identified the necessary skills to review, or preteach, LS teachers should work collaboratively to develop instructional plans that will support students with achieving their short and long-term learning goals (Chassels & Melville, 2009). LS teams engage in discussions to negotiate what the features of the lesson should be, and teachers use existing materials and curriculum units as resources while collaborating (Lewis et al., 2006).

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When using LS to create alignment, teachers develop lessons beginning with tier 1 instruction followed by lessons for tiers 2 and 3 that are aligned to reinforce the tier 1 instruction.

Although using LS to create instructional alignment is a collaborative planning strategy that could be applied to any instructional content area, our sample aligned lessons (Figure 2) demonstrate how an LS team of teachers applied a LS Implementation Guide to fully develop aligned instruction in word study across the tiers. While engaging in this process, teachers collectively select words appropriate for each instructional tier that enable students to practice the targeted skills.

Next, LS teachers plan what explicit instruction will look like within each instructional tier. This is an opportunity for teachers to consider how content will be initially presented and plan what they might say and do differently within tiers to foster student understanding. This is an important time for teachers to think through what examples they will use while modeling in whole group, and how that instruction will become more explicit and teacher directed in tiers 2 and 3. This is also an appropriate time for teachers to predetermine questions to ask to prompt student thinking, and consider what connections they will make between the new instructional concept, previous curriculum, and students' background experiences. In addition, LS teams should spend time anticipating possible student misconceptions and discuss how teachers will respond if students are confused during instruction.

Creating extended practice opportunities with the grade level curriculum is the primary benefit of aligned instruction for struggling learners. For this reason, teachers must carefully consider how many opportunities students will be provided for practice, and how that practice will vary in intensity and support throughout the instructional tiers. Opportunities to practice in tiers 2 and 3 should be more concrete and incorporate more multi-sensory learning

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strategies. For example, within core instruction, students may work with a partner to identify affixed words from the “not” family and use their context to support them in inferring the words’ meaning. However, within tiers 2 and 3, students may engage in a word building task where they are deliberately receiving practice with fewer prefixes from the same family, are more closely supervised by their teacher, and instead of working with a large passage, are applying their knowledge of prefixes and context clues within the more controlled setting of a sentence completion task (e.g., Jim thought it was _____ to not tell the truth. *dishonest*). In addition to carefully crafting practice opportunities, teachers implementing tier 2 and 3 instruction may need to consider what strategies might be necessary to reteach instructional concepts initially introduced by the general education teacher within core instruction.

Before concluding the LS, teachers should spend time discussing how to provide closure to the lesson and how best to evaluate students’ learning. At times, the independent practice activity may be sufficient, however, in tiers 2 and 3 students may need additional support. For example, students in tier 3 may both color code the base word and prefix and orally dictate to the special education teacher the meanings of the word parts. Additionally, within tiers 2 and 3, teachers must plan to collect progress monitoring data to ensure students are responding to instructional interventions and making adequate growth towards IEP goals (see Table 4).

Phase 5: Teach the aligned lessons and analyze with peers. *After the aligned lessons were fully developed, the Desert Sun teachers made arrangements to observe the lessons. Some teachers felt nervous about being observed, so Laurie and the special education teacher, Jennifer, volunteered to be observed first. First, Laurie and Jennifer co-taught the tier 1 core lesson. During this lesson the observing teachers watched for students’ engagement and evidence of student understanding, misconception, and how Laurie and Jennifer responded to*

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these events. This lesson lasted about 25 minutes. Next, both Laurie and Jennifer pulled students for small group supplementary instruction. Laurie's students were receiving tier 2 support, and Jennifer's were receiving the most intensive tier 3 intervention. Students that were not pulled for extended practice were provided an independent practice activity that was an extension of the lesson. The observing teachers quietly moved between the simultaneously taught lessons: watching for opportunities to increase alignment, listening for consistent strategy instruction, and collecting data on students' social and academic interactions. At the next LS meeting, the Desert Sun teachers discussed their experience. The teachers noticed that Laurie and Jennifer were using different language to support students in peeling off the prefix from the base word during their tiered instruction. Laurie, the general education teacher, was telling the students to "unpack" the prefix, and the Jennifer, special education teacher, was instructing her students to "unplug" the prefix. Although similar, these two statements were creating confusion for students receiving tier 3 support. The reflective discourse supported the teachers in increasing the use of consistent strategy implementation and instructional language throughout the tiers.

Lesson observation is a key element of the LS cycle (Lewis, 2002). After LS teachers have collectively developed detailed, aligned lesson plans for each of the three tiers, lessons are implemented accordingly. Some teachers may have access to substitute teachers to allow them to observe the implementation of the aligned lessons in real time (Chassels & Melville, 2009). However, because paying for substitutes is expensive and uses valuable teacher-student instructional time, many LS teams become creative and explore alternative options for class coverage from within their site (e.g., instructional aides, other teachers, instructional coaches, administration, etc.). Other LS teams make arrangements to have the collaboratively developed

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lesson videotaped and reviewed by all group members before the next LS meeting (Stewart & Brendefur, 2005).

During the lesson observations, teachers focus on the students' responsiveness to instruction, the teacher's responsiveness to the students, and the instructional implementation and effectiveness of the collaboratively planned lessons. The use of an observation protocol is helpful in supporting LS teams to focus their observations and engage in more constructive discourse about student learning and effective practices (Sims & Walsh, 2009). During the observation, the peer reflects on the appropriateness of the instructional goals, the students' progress towards achieving the goals, the extent to which the instructional strategies are effective, and aspects of the lesson to target for improvement.

The LS cycle is ongoing. After implementing and observing the aligned lessons the LS team reconvenes to reflect collectively, develop the next series of aligned lessons, and engage in the phases of LS again. With each successive meeting, teachers develop more insight into their students' instructional needs and deploy more targeted strategies to strengthen their instruction (see Table 5).

Conclusion

After the Desert Sun Elementary School teachers had collaboratively worked through several complete cycles of the LS process, they noticed some positive changes in their instruction that improved their students' learning within all instructional tiers of the RtI framework. First, the task of creating collaboratively planned aligned lessons became easier for the teachers. In addition, the lessons were stronger in content, more appropriately tailored to students' instructional needs within each tier, and aligned according to goals, strategies, and practice. Through the LS process, teachers were able to identify areas of instructional disconnect and

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align their implementation to ensure consistent delivery of the content across the tiers. Most importantly, however, LS served as a vehicle for the Desert Sun teachers to ensure that all students were receiving high quality instruction, tailored to their learning needs.

Misalignment between RtI instructional tiers may create confusion and learning barriers for struggling learners who are receiving tier 2 and 3 instruction. Few methods to support deep coordination between general and special education instruction, however, have been developed.

LS can be used both as a vehicle for general and special education teachers to engage in authentic collaboration (Lieberman, 2009) and to promote more substantive analysis of instruction (Sims & Walsh, 2009). Like all new things, it may take the LS team several cycles to learn how best to plan and coordinate their instruction across RtI tiers. The collaborative planning process of LS described here provides a structure to support teachers in implementing LS to increase the alignment of curricula, learning goals, strategies, and activities across tiers within an RtI framework.

Table 1. Strategies to support teachers during Phase 1

Phase 1: Getting Started

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-
- Welcome team members: address housekeeping issues, ensure all team members have proper planning materials
 - Set group norms: create/review Lesson Study norms, review strategies for effective talk
 - Effective peer feedback is (Thurlings et al., 2012):
 - Directed towards student learning: students' responsiveness to instruction is primary focus
 - Goal focused: discussion is focused on improving teacher instruction to increase student learning
 - Constructive: talk is descriptive and provides detailed feedback about observations
 - Balanced: showcase positive and negative elements
 - Lesson Study agenda: list approximate time needed to both reflect and plan a complete Lesson Study lesson
-

Table 2. Strategies to support Lesson Study teams during Phase 2

Phase 2: Analyze Data and Study the Curriculum

-
- Discuss implementation experiences related to aligned lessons
 - Analyze and discuss student data
 - While analyzing the students' data, what patterns did you notice?
 - Identify a student that did not respond in the expected way to the instruction.
 - Why do you think this student struggled?
 - How did you respond when students made errors?
 - What will you do next time to ensure your students' learning needs are met during tiered instruction?
-

Table 3. Strategies to support Lesson Study teams during Phase 3

Phase 3: Create Aligned Goals

-
- What are your goals?
 - Why did you select them?
 - What did you notice about past instruction and student data that this lesson will build upon?
-

Table 4. Strategies to support Lesson Study teams during Phase 4

Phase 4: Design the Aligned Lessons

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Review Needed Skills & Pre-	<ul style="list-style-type: none"> • What skills does this instruction build upon? <ul style="list-style-type: none"> ○ What are prerequisite skills students in tier 2 and 3 will need that may need to be pre-taught?
Designing the Aligned Lessons	<ul style="list-style-type: none"> • Select words and connected text <ul style="list-style-type: none"> ○ What strategies will you implement to create meaningful connection to text during this lesson? ○ What words will you select for each instructional tier? • Explicit instruction <ul style="list-style-type: none"> ○ How will you introduce this instructional concept for the first time? ○ What will you say and do as you model to foster student understanding? ○ Consider: <ul style="list-style-type: none"> ▪ What questions will you ask to prompt student thinking? ▪ What words will you preselect to use while modeling? ▪ What connections you will make during your instruction? ▪ What student errors do you anticipate? How will you respond? ▪ How will you know students understand? • Practice <ul style="list-style-type: none"> ○ Plan meaningful practice opportunities for each instructional tier ○ Consider: <ul style="list-style-type: none"> ▪ How will you build additional practice for tiers 2 and 3? What strategies might you need to reteach? • Closure/Evaluation <ul style="list-style-type: none"> ○ What evaluation checkpoints will you put in place? ○ How will you conclude this lesson? • Progress monitoring <ul style="list-style-type: none"> ○ What progress monitoring data will you collect for tier 3? ○ When will you collect this data?

Table 5. Strategies to support Lesson Study teams during Phase 5

Phase 5: Teach the Aligned Lessons and Analyze with Peers

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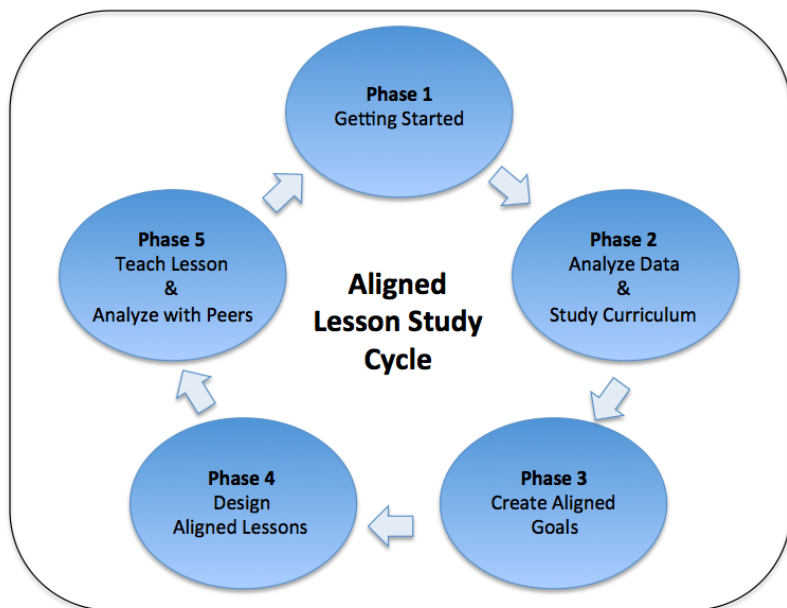
When debriefing with your colleague, be sure to ask the following questions and follow-up prompts:

1. In our collaborative lesson plan, you wanted your instruction to focus on what goal?
2. Do you believe that you achieved this goal? How do you know? What evidence did you use?
OR What made you believe the students did not achieve your goal? (Peer provides observations of what she thought was effective or what she thought could be strengthened)

What strategies were particularly effective in meeting your goal for the lesson? What aspects of the lesson were not as effective in meeting your lesson goal?

- 3.
4. What would you do to improve the lesson if you have the opportunity to teach it again? Why would you make these changes?
5. What information did you gain from this lesson that will be useful in planning future lessons? Do you have any specific ideas for what you might do next time?
6. What implementation struggles did you encounter that should be brought up in our next Lesson Study session?

Figure 1. Aligned Lesson Study Cycle



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Figure 2. Sample Aligned Lesson

Sample Aligned Lessons: Understanding Prefixes		
Teachers: <u>Jennifer and Laurie</u>		
School: <u>DSES</u>	Date: <u>2-15-12</u>	Grade Level: <u>4th</u>
Lesson Planning		
Aligned Learning Goals	<p>Core: When presented with the “not” prefix family (dis-, un-, in-, im-, il-, ir-, non-), students will use context clues and morphological analysis strategies to decode, spell, and comprehend the morphemes’ meanings.</p> <p>Tier 2: When presented with the “not” prefix family (dis-, un-, in -), students will use context clues and morphological analysis strategies to decode, spell, and comprehend the morphemes’ meanings.</p> <p>Tier 3: When presented with the “not” prefix family (dis-) students will use context clues and morphological analysis strategies to decode, spell, and comprehend the morphemes’ meanings.</p>	
	<p>What skills does this instruction build upon?</p> <ul style="list-style-type: none"> Multisyllabic decoding of syllable patterns: vc/cv and vc/ccv Read and spell real and nonsense words with the following patterns: short vowels, consonant digraphs, blends BEST cognitive strategy: Break apart the word (during this step, students will peel away the prefix); Examine each part; Say each part; Try it together 	
Review	<p>How will this content be aligned across the tiers?</p>	
	Tier 1	Tier 2
	Tier 3	
1. Review BEST	1. Review BEST	1. Review
2. Model using prefixes to decode and understand words.	2. Reteach that a prefix is a morpheme that comes at the beginning of a base word. When it is added, it changes the word’s meaning. For example, in today’s lesson we will be examining words from the “not” prefix family. When I add the prefix <u>in-</u> to the word <u>active</u> the word becomes <u>inactive</u> , meaning not active, or not moving	<ul style="list-style-type: none"> Quick rapid practice of the following skills: <ul style="list-style-type: none"> Short vowels, consonant digraphs, blends, words following these patterns, nonsense words following these patterns Review BEST by decoding words that follow the vccv and vccvc syllable type decoding pattern <ul style="list-style-type: none"> Model applying the syllabication strategies to: “catnip” and “include” Students will apply the strategy to

Figure 2. Sample Aligned Lessons (continued)

<ul style="list-style-type: none"> Show the students how to use the BEST strategy to peel off the prefix “un” from <u>unafraid</u> Talk about the meaning of the base word and then explore with the students how the prefix changes the meaning, using the context if needed Have students go through the additional sentences together, using the BEST strategy to identify the morphologically complex words, peel off the prefixes, and discussing the meaning Point out the pattern of how the different prefixes similarly change the meaning of the words <p>4. Guided Practice: Present students with a passage containing affixed words from the “not” family. Students will:</p> <ul style="list-style-type: none"> Identify morphologically complex words Apply the BEST strategy to peel off the prefix from the base word and color code its parts Document the meaning of each word part <p>5. Independent Practice/ Evaluation: when provided a series of multisyllabic words, students will circle the prefix, underline the base word, and write the meaning of the word</p>	<p>3. Model using the BEST strategy to peel off the prefix from the base word (e.g., un/pack).</p> <ul style="list-style-type: none"> Look at words from the “not” prefix family. Present the students with the following prefixes on index cards: in-, un-, dis. Explain how each one of these prefixes is a different morpheme meaning “not”. Introduce each prefix. Provide one or two examples of affixed words using the base words below: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>in-</td> <td>un-</td> <td>dis-</td> </tr> <tr> <td>active</td> <td>able</td> <td>like</td> </tr> <tr> <td>effective</td> <td>fair</td> <td>trust</td> </tr> <tr> <td>complete</td> <td>easy</td> <td>order</td> </tr> <tr> <td></td> <td>healthy</td> <td>honor</td> </tr> </table> <p>4. Guided Practice: Students will participate in a word building and sentence completion task using the words in the table. Support students to think carefully about the meaning behind each word part.</p> <p>5. Independent Practice/Evaluation: during independent sentence completion activity, students will select words from a word bank to affix. Teacher will check to see if the words are correct and embedded correctly in the text</p>	in-	un-	dis-	active	able	like	effective	fair	trust	complete	easy	order		healthy	honor	<p>examples of cv/vc words and cv/vcc words</p> <ul style="list-style-type: none"> Discuss how the rabbit and panther syllabication strategies can be applied to words with prefixes <p>2. Reteach prefix is a morpheme used at the beginning of a base word. When it is added, it changes the word’s meaning.</p> <p>3. Model using the BEST strategy to peel off the prefix from the base word</p> <ul style="list-style-type: none"> Review prefixes. Model using the BEST strategy to peel off the prefix Present the students with the following prefix on index cards: dis-. The prefix dis- means not. When you add it to a <u>base</u> word, you change the meaning of the word. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4" style="text-align: center;">dis-</td> </tr> <tr> <td>like</td> <td>trust</td> <td>order</td> <td>honor</td> </tr> <tr> <td>arm</td> <td>favor</td> <td>honest</td> <td></td> </tr> </table> <p>4. Guided Practice: Students will participate in a word building and sentence completion task using the words in the table. Support students in thinking carefully about the meaning of the prefix and base word.</p> <p>5. Independent practice/Evaluation: present students with a series of words with prefixes from the “not” family. Students will:</p> <ol style="list-style-type: none"> Apply the BEST strategy to peel off the prefix from the base word. Color code the prefix red and the base word blue. Orally dictate the meanings of the word parts to teacher 	dis-				like	trust	order	honor	arm	favor	honest	
in-	un-	dis-																											
active	able	like																											
effective	fair	trust																											
complete	easy	order																											
	healthy	honor																											
dis-																													
like	trust	order	honor																										
arm	favor	honest																											

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