**SFUSD Lesson Study & Teaching Through Problem-Solving Conference**

Organized and facilitated by San Francisco Unified School District's Office of Professional Learning and Leadership

(approximately 150 attendees)

December 6, 2018; 8:00am - 3:30pm

John Muir Elementary School - Auditorium

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| **Experiential Norms** | **Today’s Expectations** |
| \*Keep equity at the center  \*Speak your truth AND respect differences of opinion  \*Be mindful of patterns of participation. Be mindful of power dynamics and share space.  \*Expect and accept non-closure  \*Ground our work & discussions in the lives and experiences of students and families | \*If you are here with us, you are engaged with us  \*Step out of room if you need to use phone, email, multi-task, etc.  \*If you are joining for the lesson, you are committing to being fully present for the full lesson (no coming/going; no cell phones; no distractions) |

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| **General Outcomes for Math Lesson Study** | **Today’s Outcomes** |
| ➜Deepen our understanding of how we teach through problem-solving  ➜Deepen our toolkit of best practices for engaging, re-engaging, and effectively supporting the mathematical learning of all students, specifically students that have been historically underserved  ➜Build a culture of open classroom practice and ensure effective and engaging adult learning spaces/community | ➜Learn about SFUSD’s work with Teaching Through Problem-Solving and Lesson Study and its impact on teaching practice, school culture, adult PD, and teacher leadership  ➜ Learn from Muir students how Math Journals and Teaching Through Problem-Solving have furthered their math learning, practices, and confidence  ➜Explore a K-8 vertical progression of the concepts related to today’s research lesson  ➜Experience and consider implications for a full public research lesson with expert commentary  ➜Learn within differentiated workshops to deepen understanding of Teaching Through Problem-Solving (TTP), Lesson Study teams, or Lesson Study at the site level  ➜Learn from the closing keynote address, Zaretta Hammond |

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| **Time** | **Agenda Item** |
| **8:00-8:30 (30)**  **(Auditorium)** | **Breakfast & Pre-Work:**   * Sign in and get headset * Sign consent forms * Make nametag * Pick up handouts * Grab food + coffee * *Prepare for the day by reading the lesson plan for today’s research lesson* |
| **8:30-8:45 (15)**  **(Auditorium)** | **Opening Moves:**   * Introduction of facilitators/PLL team, superstar teacher, Muir-Hillcrest lesson study team, expert commentator, and keynote speaker * Logistical information:   + *Bathroom:* Directly outside auditorium   + *Parking:* 2-hour parking around school (move cars as needed)   + *Lunch:* Provided (Vietnamese sandwiches) * Genesis & purpose of today’s learning experience * Context of the Work/Framing the Day (Catherine Lewis) * Review outcomes & norms (see above) |
| **8:45-8:50 (5)**  **(Auditorium)** | **Principal Welcome: Shawn Mansager**   |  | | --- | | **Muir Research Theme:**  Students will use evidence to reason and construct viable arguments so that they are confident, independent learners. | | **ILT Theory of Action:**  If the ILT and Site Leadership create opportunities for teachers to analyze the standards communicating reasoning and listening and speaking and identify common strategies (i.e. asking higher order questions, student feedback) for students to further to grow their intellective capacity) then the teachers will feel a common sense of collective efficacy and empowerment so that students are able to have more opportunities to process content and feel empowered to engage in deeper, more complex learning. | | **Theory of Action for Whole School:**  If we provide ample opportunities for our scholars to construct viable arguments to support their reasoning and to critique the reasoning of others by using higher order questioning and strategies to make student thinking visible throughout lessons then they will develop a set of explicit learning moves when confronted with problems which will support them in becoming independent thinkers and learners. | |
| **8:50-9:10 (20)**  **(Auditorium)** | **Vertical Progression: Dr. Tad Watanabe, Kennesaw State**   * Participants read the vertical progression in the unit plan * Dr. Tad Watanabe presents:   + K-8 progression of concepts for upcoming research lesson   + Big ideas and developmental skills at each grade level |
| **9:10-9:15 (5)** | **Break** |
| **9:15-9:55 (40)**  **(Auditorium)**  **Nora** | **Pre-Lesson Protocol (fishbowl): Nora & Fishbowl Participants**   * Overview and context for the research lesson * Lesson rationale * New learning * Clarifying questions (inner circle - fishbowl) * Clarifying questions (outer circle - participants) |
| **9:55-10:05 (10)** | **Break** |
| **10:05-11:05 (60)**  **(Auditorium)** | **Research Lesson: Joe Mannarino & 5th Grade Class**  [Research Lesson](https://docs.google.com/document/d/1DYM__sfQturTQgzjN6MG8W5Es3HbQBG43GlV_DDYxj0/edit?usp=sharing)   * Observers: No cell phones or talking during lesson * Please refrain from entering and exiting during the lesson |
| **11:05-12:05 (60)**  **(Auditorium)** | **Post-Lesson Protocol (fishbowl): Nora & Fishbowl Participants**   * (5) Teacher reflection * (15) Small groups * (40) Discussion and next steps |
| **12:05-12:50 (45** | **Lunch Break (Auditorium or outside)**  ***12:30-12:50 - Optional Special Video Presentation:*** Karen Cortez (Hillcrest) & Sara Liebert (Muir) in 3 short videos about their teaching practice.  *\*SFUSD MS Principals (lunch in room 315 - Kristin’s Room)* |
| **12:50-1:20 (30)**  **(Auditorium)** | **Specialist Commentary: Dr. Akihiko Takahashi** |
| **1:20-1:25 (5)** | **Break/Transition** |
| **1:25-1:50 (25)**  **(Auditorium)** | **Student Journals & Student Interviews**  Explore student journals and hear from Muir students about their experience with TTP and math instruction  *(10) Small groups with students (15 adults with 2 5th graders; one group Spanish-speaking)*   * What do you like about math? * How do you use your journals and how do they help you learn? * What is something you’ve learned from a friend’s idea this year? * How do you use the board work in your notebook? * Show me a page that you like and tell me what you learned in that lesson.   *(15) Q&A3* |
| **1:50-1:55 (5)** | **Break/Transition** |
| **1:55-2:40 (45)** | **Workshops (select one to attend)**  *Participants choose which group is most relevant to join*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***Workshop*** | ***Location*** | ***Audience*** | ***Content*** | ***Panelists*** | | **What we have learned about each phase of a TTP Lesson: Insights, Tips and Best Practices** | *Room 315* | Teachers, coaches, and anyone supporting classroom practice | Tips, insights, and best practices for each of the 4 stages of a TTP lesson (below) AND any general tips/insights about effective TTP lessons and instruction.   * Hook/Problem Launch * Independent Work/Grappling * Board Work & Class Discussion * Summary & Reflection |  | | **Making the Most of a Lesson Study Cycle: Maximizing Impact During and After** | *Auditorium* | All | How do lesson study teams maximize capacity to build content and pedagogical knowledge during the lesson study cycle?  How are learnings implemented in daily practice following the lesson study cycle? What practices and structures carry lesson study’s impact into daily instruction? |  | | **Growing Lesson Study School-wide: Strategically Crafting Your Approach and Plan** | *Room 409* | Site leaders, central/ network leaders, coaches, teacher leaders | What are successful strategies for growing and sustaining school-wide lesson study?  How can lesson study teams most effectively align, calibrate, and coordinate to produce school-wide learning? What role do administrators and coaches play?  What are the most effective ways to structure lesson study cycles within a site Professional Learning plan? What planning, resources, and supports are needed? |  | | **Introduction to Lesson Study & Teaching Through Problem Solving** | *Room 413* | Anyone new to Lesson Study or TTP that wants an introduction | *(5) Lesson Study 101*   * *Jot some questions you are holding [sticky notes], straw poll for who is here for lesson study or problem solving or both* * What is lesson study? * How lesson study is supporting math instruction and pedagogy * How lesson study is impacting the curriculum in SFUSD   *(10) Teaching Through Problem-Solving 101*   * Overview and rationale for problem-based math in SFUSD and globally   *(10) Video Clips (TTP)*  *(20) Q&A/Discussion* |  | |
| **2:40-2:45 (5)** | **Transition back to Auditorium** |
| **2:45 - 3:15 (30)**  **(Auditorium)** | **Zaretta Hammond: Closing Keynote Address** |
| **3:15-3:30 (15)**  **(Auditorium)** | **Closing Moves**  Digital or paper feedback form   * Announcements   + We have many public research lessons at participating lesson study schools (for math/TTP and for all content areas) if you’d like to observe   + Teacher Leader Fellowship applications available in August for SY 19-20   + The Professional Learning & Leadership Team supports teams or schools interested in launching lesson study - contact Nora for more info * Celebrations |
| **3:45 Onwards** | **Optional Happy Hour**   * Post-research lesson celebrations are standard practice in Japan - the teacher that taught should never buy their own beverages :) * This is a great chance for teachers and administrators to connect across sites, roles, and districts |

**Thank you for joining us today!**

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| **Key Learnings:** |
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