

# Reflection Questions to Support Educators' Learning

## Study

1. Has our team developed efficient, effective and inclusive processes for learning together? For example, do we have meeting and note-taking processes that allow us to build and carry forward knowledge?
2. Do we have a long-term vision of student development and a topic of focus for our lesson study that we genuinely want to learn about?
3. Have we accessed frameworks, standards and research important to our topic, and made sense of them?

## Plan

1. Does the Teaching-Learning Plan describe our long-term vision for students as well as the specific goals of the lesson and unit? Does it capture what we learned about the content, student thinking, standards and research?
2. Did we try the task ourselves in order to anticipate student thinking?
3. Does the Teaching-Learning Plan propose a plausible bridge from students' current knowledge to the desired new learning? Can a reader understand how varied students will respond, and how they will grow during the lesson? Does an observer know what data to collect to inform our learning?
4. Did we try a "close approximation to practice," such as a mock-up lesson, to help us think through lesson elements that might not come out in team discussion—for example, specific teacher questions, visuals on the board, etc.?
5. What did we learn from our study and planning? How might we tweak the process next time to increase every team member's opportunity to learn something useful to them?

## Teach

1. Did the Teaching-Learning Plan provide good guidance about data collection? Was the data collected useful? What "tweaks" next time would make it more useful?
2. Did observers have a chance to read the Teaching-Learning Plan and understand the team's goals?
3. Did observers understand and take up their role, by closely observing students and collecting data, without interfering with student learning?

## Reflect

1. How did the post-lesson discussion add to our learning?
2. What learning (about content, students, teaching) do we want to carry forward from this lesson study cycle?
3. How will what we learned during this lesson study cycle influence our daily practice as individuals? As a school? The profession more broadly?
4. What questions or ideas sparked by this cycle do we want to investigate in future lesson study cycles?
5. To what extent did the lesson study cycle strengthen relationships among participating educators (team members and observers)? For example, did it increase the likelihood we will consult each other informally about problems of practice in the future?
6. How might we adjust and improve the lesson study process in the future?