Steps to the Process

1. **Plan lesson.** Choose a lesson which you want to study. Include the goals and objectives for the lesson as well as contextual information. Write up sections 0, 1, 2, and 3 of the lesson Report and the Lesson Plan (using the CSUF template) in sufficient detail so that I or a classmate could take the lesson plan and successfully teach the lesson. Refer to the sample posted in Blackboard for guidance.

2. **Obtain feedback on the lesson plan.** Share the Lesson Report and Plan with at least two classmates or colleagues. Each participant should have a copy of the Lesson Report and Plan on which to write comments. Use the Tuning Protocol (provided) to conduct the feedback session. Use this feedback to modify your Lesson Plan.

3. **Enact and tape the lesson.** Tape the entire lesson ensuring the audio is of sufficient quality so that a classmate viewing the tape can hear the individual student conversations and comments and see student work if appropriate. Make student thinking visible / audible in the lesson and on the tape as this evidence will be at the core of your analysis in step four. You may want to practice taping a lesson ahead of time to make sure the quality is sufficient.

4. **View tape with colleagues.** Meet with at least two classmates or colleagues to analyze the tape of the lesson. Each participant should have a copy of the revised Lesson Report and Plan used to teach the lesson. Use the Evaluation of Evidence form (provided) to analyze how well students met the stated learning goals and objectives. Focus on what the students do, say, and write.

5. **Modify Plan and Write Final Report.** Use the feedback to revise the Lesson Plan. Answer the following questions to complete the Evaluation section of the Lesson Report:
   - What were the goals and objectives of the lesson? Why are these goals and objectives appropriate for these students at this time?
   - Describe the lesson. What evidence did you see that the learning goals and objectives were met? What evidence did you see that the learning goals and objectives were not met? Focus on what the students do, say, and write as evidence of learning. Including direct quotes of what students say or write can be a good way to provide specific evidence.
   - What feedback did you receive from your classmates/colleagues? What changes did you make as a result? If you didn’t make any changes, explain why not. How will these changes help all students better meet the learning goals and objectives? The changes you make should be in response to the evidence you collected.

6. **Turn in Final Report and supporting documents.**
   - Final Lesson Report with Evaluation section completed and final version of the Lesson Plan in section III and with any supporting instructional documents in the Appendix section.
   - Second version of the Lesson Plan and Evidence Evaluation forms from colleagues.
   - Original Lesson Plan with annotations from classmates/colleagues.
Lesson Report Format
The following format should be used. See further information in the embedded pdf document.

0. Basic Information
   - Date
   - Grade
   - Period and Location
   - Instructor

I. Background information
   A. Goal of the Lesson Study Group
   B. Narrative Overview of Background Information

II. Unit Information
   A. Name of the unit:
   B. Goal(s) of the unit:
   C. How this unit is related to the curriculum:
   D. Instructional sequence for the unit:

III. Lesson Information
   A. Insert completed Lesson Plan using CSUF template (in lieu of lesson plan format in pdf doc).
   B. Evaluation
   C. Appendix

Lesson Report Criteria
The following elements should be present in your Lesson Report:

- Lesson Plan
  o All documentation is complete.
  o There is clear, consistent and complete evidence that the teacher sets appropriate learning goals and designs and enacts instruction to meet those goals.

- Reflection and Analysis
  o All interpretations and analyses are backed up with specific evidence and/or examples that make their points clear to the assessor.
  o Evidence of student learning cited is clearly and consistently relevant and appropriate.
  o Hypotheses about teaching actions are clearly, consistently and convincingly linked to evidence of student thinking and related to learning goals.
  o The teacher is able to clearly, consistently and convincingly document differentiation between what students did and did not understand and those students who did and did not understand the lesson concepts.
**Course Project Option, Master of Arts in Teaching Science, California State University Fullerton**

### Master of Arts in Teaching Science

**COURSE PROJECT OPTION SCORING GUIDE**

**LESSON STUDY PROJECT**

<table>
<thead>
<tr>
<th>Content (80%)</th>
<th>Points (80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan is sufficiently detailed</td>
<td>8</td>
</tr>
<tr>
<td>Lesson plan – selection of learning goal is challenging</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Plan – selection of learning goal is appropriate</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Plan – alignment of learning goal and instruction is clear</td>
<td>8</td>
</tr>
<tr>
<td>Interpretations and analysis of student learning based on evidence</td>
<td>8</td>
</tr>
<tr>
<td>Interpretations and analysis of teaching based on evidence</td>
<td>8</td>
</tr>
<tr>
<td>Interpretations and analysis is focused on individuals rather than the class</td>
<td>8</td>
</tr>
<tr>
<td>Video clip selection highlights student thinking</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Plan Feedback is considered and responded to if appropriate</td>
<td>8</td>
</tr>
<tr>
<td>Final Lesson Plan improves upon original plan</td>
<td>8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation (20%)</th>
<th>Points (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of video – teacher and students are audible</td>
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</tr>
<tr>
<td>Correspondence of Theory, Hypotheses / Questions, Approach and Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Focus of writing is maintained throughout</td>
<td>4</td>
</tr>
<tr>
<td>Grammar and Syntax</td>
<td>4</td>
</tr>
<tr>
<td>Completion of components</td>
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</tbody>
</table>

**Total**

| Points | 100 |

**Areas of Strengths**

**Areas of Needed Improvement**