Lesson Study Guiding Questions

These questions can help you focus and plan your lesson study conversations.

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| How does student learning, thinking and behavior develop in the lesson? | • What long-term qualities will the lesson support? These are abilities, skills, dispositions, inclinations, sensibilities, values, etc. that you would like students to develop.  
• What topic will your lesson focus on? Why did you choose this topic?  
• What specific learning goals will the lesson address? Write these in terms of what students will know and be able to do as a result of the lesson. |
| **Method**       | **Designing the Lesson** |
| How do the instructional activities affect student learning, thinking and behavior? | • What preparation do students need to complete before the lesson takes place?  
• What instructional activities and materials will be used in the lesson? What will be the sequence?  
• How will the lesson activities make student thinking visible?  
• In what ways do the lesson activities help students achieve the learning goals? How do you predict students will respond to the lesson? |
| **Gathering Evidence** | **Analyzing Evidence** |
| | • What is your plan for observing students? Discuss logistical issues such as who will observe, what will be observed, how to record data, etc.  
• What observational strategies will you use (e.g., field notes, focal questions, checklists)?  
• What types of student thinking and behavior will observers focus on?  
• What additional kinds of evidence will be collected (e.g., student work and performance related to the learning goal)? |
| **Findings and Discussion** | **What did you learn about student learning, thinking and behavior?** |
| | • What are the major patterns and tendencies in the evidence? Discuss key observations or representative examples of student learning and thinking.  
• What does the evidence suggest about student thinking such as their misconceptions, difficulties, confusion, insights, surprising ideas, etc.?  
• In what ways did students achieve or not achieve the learning goals?  
• Based on your analysis, how would you change or revise the lesson?  
• What are the implications for teaching in your field? |