Teaching Improvement Profile Template

Lesson Study is substantive professional work that should count in retention, promotion and tenure. The Teaching Improvement Profile Template is intended to help you write a coherent summary of your lesson study work that you could use as evidence of teaching improvement.

You can use the following template to develop a teaching improvement profile for your lesson study activities. Even though lesson study is inherently collaborative, the template allows you to tell an individual story of your experience. The template is available online at www.uwlax.edu/sotl/lsp/tools.htm

Teaching Improvement Profile for (your name here)

This teaching improvement profile explains my lesson study experience during (indicate time period). Student handouts and other pertinent materials are attached in the appendix.

INTRODUCTION

In this section
1. describe lesson study briefly
2. indicate your time commitment during the academic year and describe what you did in general terms
3. refer to completed work or work in progress (e.g., Research Lesson Report, article for publication)

During ________ I participated in lesson study with (names of team members). Our group met (number of meetings) for a total of (number of hours) in fall and spring semester. In the first semester we designed and taught the lesson, collected evidence of student learning and used the evidence to revise the lesson. The second semester we repeated this cycle by teaching and observing the revised lesson, collecting additional evidence of student learning and revising the lesson a second time.

We completed a Lesson Study Report, which documents the lesson study in greater depth (see appendix).

BACKGROUND CONTEXT

In this section
1. describe the course and the lesson study topic
2. explain the rationale for selecting the topic (e.g., it’s a particularly difficult topic for students; it’s a new area of the curriculum)

The course (include a brief description and relevant information—number of students, why they take it, etc.)
We developed a research lesson on the topic of . . . We chose this topic because . . . The rationale will be more compelling if you characterize the lesson as a potential solution to a learning problem—e.g., students do not understand X, Y or Z. It will be even more compelling if you can document the nature of the problem with observations, data, or indicate it is a well known student learning problem in your field.

**STUDENT LEARNING GOALS**

*In this section*

1. **Describe the short and long term learning goals of the lesson.** State these in terms of the knowledge, skills, abilities, values, dispositions students should develop as a result of the lesson. Acknowledge that a single lesson cannot fully develop long-term goals but that it can make a contribution to their development.

2. **Point out any connections between the lesson’s goals and departmental goals and objectives.**

The lesson is designed to foster short and long term learning goals. As a result of the lesson students should *be able to . . . better able to. . .*. . .

A single lesson cannot fully develop these long term . . . *identify the long term capacities, skills, attitudes, dispositions*. However, it is important to address these in individual classes.

**LESSON DESIGN**

*In this section*

1. **Include a summary of the lesson plan with the approximate amount of time for each segment.** Include a detailed lesson plan in the appendix.

2. **Indicate who does what, e.g.,** The instructor explained . . . Students worked in small groups on . . . (This helps the reader get a better sense of the lesson as a teaching and learning episode.)

3. **Refer to handouts and relevant materials, and include them in the appendix.**

**RATIONALE FOR LESSON DESIGN**

*In this section explain the rationale for the lesson design—how and why do the specific instructional and learning activities support the desired changes in student learning and thinking?*

The rationale should explain the relationship between teaching and learning, and should focus on *how* students learn from the specific activities and exercises. The following examples illustrate progressively more specific and substantive explanations of student learning.

1. **Students worked in groups for part of the lesson.** We chose group work because it actively involves students in learning. Students who are active are more likely to learn the material. (Generic—Active Learning is a good thing.)

2. **Students worked in groups for part of the lesson.** The group task was designed so that students would apply course concepts to new problems. Students had the opportunity to think about how the material applies in “real life” contexts and not just as textbook
information to memorize. They are more likely to think about the meaning of the ideas and not simply memorize the information. (More specific—the rationale appeals to “application” as a way to foster understanding.)

3. Students worked in groups for part of the lesson. The group task was designed so that students used course material to explain several novel examples. Group members gave feedback and suggestions about how to strengthen one another’s explanations. We chose this task because developing an explanation involves students in trying to make sense of the material and establish relevant connections among ideas. Further, feedback from other students would, if nothing else, get students to question their understanding of the topic. (More fully developed—the rationale indicates that “explanation” is a sense making activity and that feedback can prompt students to question their level of understanding. These activities can be observed and analyzed during the lesson.)

ANALYSIS OF THE LESSON
In this section
1. describe the types of evidence of student learning you collected including: 1) observations of student learning and thinking during the lesson and 2) evaluation of student learning before and/or after the lesson.
2. summarize the results in terms of what students learned (based on any pre and post lesson evidence) and how they learned or did not learn what was taught (based on observational evidence from the lesson).
3. explain the results. Based on the evidence, how did the lesson support (and not support) achievement of the learning goals. Explain other “interesting” findings even if they are not directly related to the lesson goals. Discuss the significance of the results and what they mean for improving the lesson.

REFLECTION
In this section, tell the reader what you have learned from lesson study and how it has affected your classroom instruction and/or pedagogical thinking. Cite specific examples to illustrate changes in your practices or thinking.

Some prompts
1. Why did you become involved in lesson study? What are your teaching improvement goals?
2. Discuss specific insights about student learning that came out of the lesson study.
3. Discuss ways your teaching has changed or begun to change in terms of class planning, goal setting, classroom practices, assessment of student learning, use of assessment to improve teaching and learning, your understanding of how students learn the subject you teach.