

TAH Lesson Study Debriefing Protocol

Lesson Study Group: _3 Amigos –Middle Keys PLC_____ Date: _2/11/11_____

• The Instructor's Reflections:

Regina:

- Our goals were to 1) answer the question “Why did Europeans come to Florida?” 2) create a timeline to understand these events.
- Cooperative groups help with leadership roles - Groups need strong leaders
- Folder with materials helped to stay organized
- Students were enthusiastic. They thought it was a fun activity, and they showed good cooperation, yet some lower-level students were less engaged.
- The most difficult was gathering materials that would help show answers to historical thinking. Obtaining pictures of forts was a good idea.
- It would have helped to give groups different chunks of history (instead of running around asking which group has what). An idea would be to create smaller sets of materials so each group has something specific to do.
- Teacher should have been in the pre-observation.
- Kids can correct the teacher – It is encouraged in Regina's class because it shows engagement.

• Presentation and Discussion of Data from the Lesson Study:

Zulma:

- Noted more tallies on the right side of the observation sheet.
- There was very evident use of historical thinking skills in the vocabulary activity and in the cause and effect activity
- One student had trouble staying on task. A slower student stayed active with cutting materials
- Engagement in source materials was great, especially because jobs were assigned. All did their part
- There was a lull as group work came to an end.
- Some evidence of student responses are in quotes below:
 - “Can I use this?”

- “What do we do now?”
 - “We have to figure out what they go to.”
 - “This looks like an infirmary.”
 - “Where’s the Florida Keys?”
- In general, there was good questioning going on inside groups.
 - The teacher question and answer session allowed some students to explain their answers.
 - Overall students were a great engaged group who worked well together, knew their task, and got it done.

Nora:

- Students were really talking to each other throughout whole lesson. Some examples:
 - “I’ll look for this.”
 - “Do you have this?”
 - “Do you want me to cut here?”
 - “I’ll use this map.”
 - “Is there anything we need to use these ships for?”
- Once the vocabulary activity started happening students became distracted. They were not looking at the board, but were looking at each other, organizing their cards and determining who would do what.
- The students referred to date and timeline on the board throughout the lesson.

Marianne:

- Observed a very mixed ability group. Some students were very high, and others were very low. Some students just seemed to be following along.
- Students were dependent on dates to organize information.
- Everyone in the group had something to do and stayed engaged.
- Engagement waned slightly after 40 minutes into the lesson while everyone was putting information on the board.
- There was a lot of positive interaction within the groups.
 - “I’ve got 1595. What do you got?”
 - “I found all of this stuff on George Jamestone.”
 - “I can’t find anything about...”
 - “Do you guys need one for 1569?”

Jeanne:

- Explicitness of instruction was impressive for 4th grade. This must be a routine because they were able to handle it.
- The issue is getting more kids to think about and articulate cause and effect.
- Intrigued by girl who was going from table to table. Could have been about competition, insecurity, or just verifying her own answers.
- Students can correct misinformation from the teacher– this is, and should be, rewarded.

• General Discussion:

- Although students did a remarkable job staying on task, the lesson was very long.
- Can we do the pictures ahead of time in another lesson?
- Students need more guided practice with cause and effect with examples that are related to cause and effect.
- Groups should do their own timelines at their tables. Each group can get a chunk of the main timeline and add their events to the class timeline.
- Regina prepared the students by creating a timeline (practiced a skill), looking up definitions of content vocabulary, and reading background information.
- Centuries are a tough concept for students