

TAH Lesson Study Debriefing Protocol [Facilitator]

Lesson Study Group: HOB Middle School

Date: 9/22/11

- **The Instructor's Reflections:**

Activity introduction (the candy game) went very well and hooked student interest. Unfortunately, the lesson itself fell short. The directions and the information given to each group were not detailed enough to keep students on task or to enable them to make detailed responses. More background information will be necessary to enable deeper student understanding of the topic.

- **Presentation and Discussion of Data from the Lesson Study:**

Lots of time spent off task, Students didn't seem to understand the historic importance of the documents/activity. Paragraphs showed that groups did not compare and contrast well, too much copying in group, too much off task behavior, unclear if the assessment was misunderstood or if students did not understand the Historic thinking skill. Students had difficulty looking for actual compromise—divided the Constitution to handle the work fairly, and some had meaningful discussion but assessments were all the same.

- **General Discussion:**

Change the candy so that it does not become a distraction. Either have it to eat immediately or use the candy as a reward when finished with parts. This was the first time to debate, and students need to learn how to have the discussion. Need more information about background on both side. Lesson needs to be more structured. Time the lesson. Use the smartboard/overhead to copy the notes paper and have each group fill in the notes for their information for everyone to process.

Adapted from *Lesson Study: A Handbook of Teacher-Led Instructional Change* by Catherine C. Lewis RBS 2002 by the Houston Independent School District Teaching American History Grant.