



Measures of Success – Lesson Study

Name:

Date:

LESSON STUDY CRITERIA	RATING	EVIDENCE
Each grade level spends meeting time working through the lesson study process at least once per theme.	low 1 2 3 4 5	high
The group meets to study a lesson relevant to data analysis of student achievement.	low 1 2 3 4 5	high
All teachers from a grade level, the coach, support staff and the principal make up the lesson study group.	low 1 2 3 4 5	high
The grade level teams center their study of lessons from the adopted program as found in the Teacher’s Edition.	low 1 2 3 4 5	high
The principal and coach meet prior to each lesson study process to determine priority areas and lessons of focus.	low 1 2 3 4 5	high
The coach studies and practices the lesson carefully prior to facilitating the lesson study process.	low 1 2 3 4 5	high
There are clear and defined roles within the lesson study group meetings (i.e. facilitator, timekeeper, recorder, etc.).	low 1 2 3 4 5	high
There are clearly defined, posted norms for group meetings and interactions. The norms are faithfully followed.	low 1 2 3 4 5	high
Everyone in the group collaborates in a positive, constructive manner with the expectation of improving teaching practice and increasing student achievement.	low 1 2 3 4 5	high
Everyone participates fully, openly and equally.	low 1 2 3 4 5	high

The principal sets expectations with staff members for the lesson study process, participation and outcomes.	low 1 2 3 4 5	high	
Time is provided to analyze data and set a context/purpose for the lesson study process.	low 1 2 3 4 5	high	
The coach models critical elements or routines of the studied lesson.	low 1 2 3 4 5	high	
Opportunities for teachers to rehearse the critical elements or routines of the studied lesson are provided	low 1 2 3 4 5	high	
At the end of the lesson study, there are agreed upon actions and a specific timeline for lesson delivery.	low 1 2 3 4 5	high	
Every teacher cognitively plans, prepares and teaches the studied lesson.	low 1 2 3 4 5	high	
There is a means for coach support prior to and/or during lesson delivery as desired by teachers and/or directed by the principal.	low 1 2 3 4 5	high	
A system is developed and organized logistically so that the lessons are observed by others (another teacher or small groups of teachers from within the grade level, the coach, the principal, support staff, etc.).	low 1 2 3 4 5	high	
Teachers are encouraged to reflect deeply on their lesson delivery in relation to the impact on student learning.	low 1 2 3 4 5	high	
The principal monitors the delivery of lessons according to the established timeline and according to the specified, studied process.	low 1 2 3 4 5	high	
Teachers are prepared to collectively reflect on the taught lesson and provide evidence of student learning.	low 1 2 3 4 5	high	

<p>Formal times are provided for teachers to share lesson results together and to refine their instructional practice in the given area of focus.</p>	<p>low high 1 2 3 4 5</p>	
<p>There are opportunities for the team to study the long-term results of their lesson study efforts.</p>	<p>low high 1 2 3 4 5</p>	
<p>The coach and principal meet together to evaluate the effectiveness of the lesson study process/protocol as it relates to improving teacher practice and student achievement.</p>	<p>low high 1 2 3 4 5</p>	
<p>Resources (time, personnel, finances, etc.) are utilized to promote lesson study as a continuous, long-term professional development focus and to eliminate barriers to creating a culture of effective teaching and learning.</p>	<p>low high 1 2 3 4 5</p>	
<p>Lesson Study is a professional development priority at the district and school site.</p>	<p>low high 1 2 3 4 5</p>	
<p>Summary/Areas of Growth/Needed Support:</p>		