

TEACHERS COLLEGE

COLUMBIA UNIVERSITY
DEPARTMENT OF HUMAN DEVELOPMENT

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Dear Lesson Study Practitioner:

The Lesson Study Research Group of Teachers College, Columbia University currently maintains a national database of lesson study groups. By filling out the attached questionnaire, your lesson study group can be included in this database. This questionnaire, which should take no more than 30 minutes to complete, will help us better identify and address the needs of U.S. lesson study groups.

Your individual privacy and that of your lesson study group will be maintained in all summary reports that we compile from this database. However, basic information about your group will be included on our website so that those interested in learning more about your group can contact you (unless you choose otherwise).

If you would like to learn more about the work of the Lesson Study Research Group, please visit: www.tc.columbia.edu/lessonstudy/whatislsrg.html. If you would like to see the list of lesson study groups currently on our website, please visit: www.tc.columbia.edu/lessonstudy/lsgroups.html.

Thank you in advance for your time.

Sincerely,

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Assistant Professor, Department of Human Development

Sonal Chokshi
Director of LS Community Outreach/ Project Coordinator
Lesson Study Research Group

*****PLEASE READ CAREFULLY BEFORE COMPLETING QUESTIONNAIRE*****

- ❖ By a *lesson study group*, we mean a group of people who interact regularly to conduct “lesson study” together (an approach to professional development that has been popularized in the context of Japanese cross-cultural studies, where teachers meet to collaboratively plan, teach, observe, and reflect on lessons). A lesson study group can bring together teachers from one or several schools, and the meetings can take place face-to-face, on-line, etc.

Members of a lesson study group can split up to work on different lessons (e.g., teachers representing different grade levels who work together in smaller subgroups). What makes these individuals members of a *single lesson study group*, rather than several smaller groups, is the fact that they come together regularly as a whole group to discuss, observe, and critique the lessons that they are working on.

A lesson study group can also be affiliated with a larger organizational cluster or lesson study *initiative* (for example, a district-wide lesson study initiative where teachers in each school from the district meet with each other occasionally to share their lesson study work; note that in such a case we would consider *each* school-based group to be a *distinct* lesson study group).

- ❖ Even if your lesson study group is part of a larger lesson study initiative, this questionnaire is intended for your *distinct lesson study group*. If you are also a member of, or know of, other lesson study groups (e.g., that are part of the same lesson study initiative), PLEASE DISTRIBUTE COPIES of this questionnaire to EACH of those distinct lesson study groups.
- ❖ Please have the appropriate person fill out the attached questionnaire—this should be the person who BEST knows the work of the lesson study group (e.g., a group leader, administrator, teacher, lesson study contact person, etc.). Answer each question from the perspective of the overall lesson study group’s experiences.
- ❖ This questionnaire includes information about both your group’s current and initial lesson study work (when you first began). If your lesson study group has been in existence for LESS than one academic year, please answer only the questions about the current work of your group (and leave the other questions blank).
- ❖ Feel free to write on the back of the pages if you need more space, but if you do so, please clearly identify by number which questions you are answering.
- ❖ Some of you may have already filled out an earlier version of this questionnaire—if so, please return only this recent version of the questionnaire to us.

If you have any questions about these instructions, please contact us BEFORE you complete this questionnaire: (212) 678-3292 or lsrg@columbia.edu.

QUESTIONNAIRE
National Database of Lesson Study Groups

Lesson Study Research Group
Teachers College, Columbia University

PART I—Contact information for your lesson study group:

Location (city, state): _____

School/ district/ organization: _____

Name of contact person*: _____

Job title: _____

Department or division: _____

Preferred mailing address: _____

Main Phone: _____ Fax: _____ Voicemail: _____

E-mail: _____ Website: _____

*this person will be contacted with queries about the group's work

We will be including basic information about your group (e.g., state, city, school/ district) and the e-mail address of the appropriate contact person on our website at: www.tc.columbia.edu/lessonstudy/lsgroups.html, so that others may contact you for networking purposes.

*If you would **NOT** like this basic information to be included on this public database, please check here:*

_____.

PART II—General information about your lesson study group:

1. Briefly describe how your lesson study group was established, and by whom (e.g., *our district math coordinator, Ann Johnson, learned about lesson study at the Greenwich 2001 lesson study conference and proposed to the board that we establish a lesson study group...*):

2. This lesson study group met for the FIRST time in (month, year): _____

3. Please fill in the table below about your lesson study group:

REMEMBER: If your lesson study group has been in existence for LESS than one academic year, please answer only the questions about the current work of your group (and leave the other questions about “When group first began” blank).

	Currently?	When group FIRST began?
How many <u>schools</u> are represented in this group?		
How many <u>school districts</u> are represented in this group?		

4. This lesson study group represents predominantly ____ schools (please fill in the blank by checking ONE of the following options):

- urban
- suburban
- rural

5. The school(s) represented in this group serve which of the following income levels (please check ONE of the categories below):

- mostly high-income students
- mostly medium-income students
- mostly low-income students
- mixed income levels

6. Please complete the table below (about the current TEACHER members of your lesson study group):

TEACHER MEMBERS OF GROUP (include part-time and full-time teachers)		
List all classroom teachers by grade level	How many?	Subjects taught/ additional positions
<i>2nd grade teacher</i>	3	<i>all subjects/ one of these teachers is a reading specialist, one is a part-time staff developer for the district</i>

7. Please enter the total number of current teacher members (from the table you just completed): _____
8. Please indicate how many of these teachers were members of the lesson study group when it FIRST began? _____
9. When your lesson study group FIRST began, what was the total number of teachers in the group?

10. How many student teachers, if any, regularly attend lesson study meetings:

Currently _____

When group first began _____

11. Please complete the table below (about current NON-TEACHER members of your lesson study group):

NON-TEACHERS IN GROUP				
Who else besides teachers attends group meetings?	How many?	Who are they (job title, organization)?	See quest. #12	See quest. #13
School-based personnel				
District/ state personnel				
Researchers/ university personnel				
Outside consultants/ PD service providers				
Other				

12. Next to each person listed in the table above, place the letter that BEST describes the main role that s/he plays in the group (in column labeled “See quest. #12”):

- a. participating member (helps plan, critique, revise, and/or teach study lessons)
- b. advisor (provides professional development, content knowledge, or lesson study expertise)
- a. administrative supporter
- b. evaluator (from district or other policy-making body)
- c. observer (of the lesson study work being conducted by the group, including researchers)
- d. other (please indicate role)

13. Next to each person listed above, place the number that indicates how often each person attends meetings (in column labeled “See quest. #13”):

- 1=never attends meetings
- 2=rarely attends meetings
- 3=attends about half the meetings
- 4=attends most meetings
- 5=attends all meetings

14. Of all the non-teachers that are listed in the table, please indicate how many were members of the lesson study group when it FIRST began? _____

15. Please place an asterisk (*) next to the person listed in either of the membership tables above that represents YOU.

16. Is this lesson study group affiliated with other lesson study groups? yes no

If yes, please explain the nature of this affiliation (e.g., if you are part of a larger lesson study initiative, with whom, etc.):

17. Which of the descriptions below best characterizes teacher participation in this lesson study group (please place a check in the relevant columns):

	Currently?	When group FIRST began?
voluntary and unpaid		
voluntary and paid		
mandated and unpaid		
mandated and paid		

18. If your group has ever received funding, please describe the nature of this funding (type, source, etc.):

Part III—Basic information about your lesson study group activities:

1. What subject/ content area(s) does your lesson study group focus on?

Currently _____

When group first began _____

2. Members of your lesson study group typically meet to do lesson study:

When? (fill in the <input type="radio"/> next to one of the options below)	How long is a typical meeting? (fill in the <input type="radio"/> next to one of the options below)
<input type="radio"/> more than once a week	<input type="radio"/> no more than 1 hour
<input type="radio"/> once a week	<input type="radio"/> between 1 and 2 hours
<input type="radio"/> twice a month	<input type="radio"/> about 2 hours
<input type="radio"/> once a month	<input type="radio"/> more than 2 hours
<input type="radio"/> other (please describe):	<input type="radio"/> other (please describe):

3. When are these meetings usually held? (check all that apply for each column in the table):

	Currently?	When group FIRST began?
before school		
after school		
during the school day		
on weekends/ vacations		

4. Compared to when your lesson study group FIRST began, please rate how active your group is NOW (circle one of numbers below):

1 2 3 4 5
 much less active no change much more active

5. Does your lesson study group plan lessons (please check the one that BEST applies to your group):

as a whole group
 in smaller subgroups

If your lesson study group plans lessons in smaller subgroups, how are these groups divided? (please check all that apply):

by grade level
 by content area
 by geographic location
 other: _____

6. Since this lesson study group FIRST began, how many study lessons (completed) has your group worked on: _____

7. Please identify by name any IMPORTANT influences on the work of your lesson study group (please list only lesson-study related resources):

Remember to use the back of this page if you need more space.

readings:

videos/ cd-roms:

tools/ guides/ technology:

conferences/ events/ visits:

contact with specific individuals or groups:

other:

Part IV—Detailed information about the work of your lesson study group:

1. Has your lesson study group engaged in any of the following activities? (please check all that apply):

- discussed the rationale for doing lesson study
- selected a lesson study goal (a statement or purpose of your lesson study work)
- created norms for working together (e.g., assign roles, discussion protocols)
- planned the lesson collaboratively
- invited outside experts to visit the group
- watched videotapes of lessons taught by group members
- watched videotapes of lessons taught by teachers not in the group
- watched group members teach everyday lessons in their classrooms
- videotaped group meetings
- written a lesson plan
- observed the study lesson(s)
- discussed the observed lesson(s)
- revised the lesson after it has been taught
- re-taught the lesson
- celebrated (parties, etc.)
- involved “knowledgeable others”/ others outside the work of the group
- held a lesson study open house
- shared work with others outside group
- kept records of lesson study work (notes, videos, reports)
- evaluated or reflected about the group’s lesson study process

2. If your lesson study group has a goal (a statement or purpose of your lesson study work), please answer these questions (otherwise, skip to question 3):

a. Summarize your group’s goal here:

b. Which of the following activities did your group carry out in order identify and select its lesson study goal? (please check all that apply):

- looked at student work samples/ artifacts
- looked at standardized test results
- examined examples of teaching (videos, classroom observations)
- surveyed students
- surveyed teachers
- surveyed parents
- reviewed school mission statement
- reviewed existing district or state frameworks and standards
- reviewed another group’s goal
- used goal-selection templates (e.g., by C. Lewis or Lesson Study Research Group)

c. Please place a * next to the above activity that MOST influenced your goal selection.

3. If your lesson study group has kept any records of its work, please check all that apply:

- collected student work
- kept lesson plans
- kept records of planning discussions (audio, video, meeting minutes)
- kept records of lesson feedback (audio, video, meeting notes)
- videotaped lessons
- surveyed students
- surveyed teachers
- assessed usefulness of lesson(s) produced
- assessed quality of lesson(s) produced
- assessed quality of conversations about lesson(s)
- gathered student test results

4. If your group has shared its work with others outside your lesson study group, please check all that apply:

- presented at district workshops
- presented at research conferences or local meetings (e.g., NCTM)
- posted work samples, videos, etc. on websites
- invited others to attend group meetings or lessons
- distributed copies of reports
- hosted an open house
- written articles or other papers about work of the group

5. Please fill in the table below about challenges or obstacles your lesson study group may have faced at ANY time. For each challenge listed, please identify how much each has affected the work of your lesson study group:

1
not at all

2
somewhat

3
very much

Challenges your lesson study group has faced at any time:	How much?
Limited time for lesson study activities	
Difficulty scheduling/ obtaining coverage for lesson study activities	
Lack of funding or resources for lesson study activities	
Support or buy-in of those WITHIN group	
Support or buy-in of those OUTSIDE group	
Changes in group membership (growth or attrition)	
Interpersonal issues among group members	
Insufficient knowledge about lesson study	
Cultural interpretations of lesson study	
Quality of lesson study work	
Insufficient content knowledge	
Isolation of lesson study group	

