



LESSON STUDY

1

Have candidates plan a lesson based on learned content and implement their plan with students.

2

Have candidates analyze their instruction through a structured activity. Journal entries or discussion prompts can be used to guide the debrief.*

*Implementation Variation: Use with Video Analysis

Have candidates record themselves teaching and reflect on areas of strength and improvement.

BENEFITS¹

- **CANDIDATES RECEIVE FEEDBACK ON THEIR INSTRUCTION**
- **INCREASED ABILITY TO:**
 - **IMPLEMENT KNOWLEDGE & SKILLS**
 - **REFLECT ON & ANALYZE INSTRUCTION**
- **OPPORTUNITIES TO LEARN EFFECTIVE COLLABORATION SKILLS**
- **CANDIDATES GAIN EXPERIENCE IN COMMUNICATING THE PURPOSE AND GOAL OF THEIR INSTRUCTION MORE EFFECTIVELY**

WHAT IS IT?

CANDIDATES COLLABORATIVELY ENGAGE IN THE FOLLOWING:

ANALYZING DATA, ACADEMIC STANDARDS, AND CURRICULUM.

USING DATA TO GUIDE LESSON PLANNING.

PROVIDING INSTRUCTION ON IMPLEMENTATION FIDELITY.

ANALYZING THE INSTRUCTION AND ITS IMPACT ON STUDENT LEARNING.

DEBRIEFING ABOUT THE LESSON AND DISCUSSING NEXT STEPS.



This document was produced under the U.S. Department of Education, Office of Special Education Programs, Award Nos. H326Q160001 and H325A120003. Celia Rosenquist and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred.

Endnotes

- 1 Benedict, A. (2014). Learning together: Teachers' evolving understandings during ongoing collaborative professional development. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Accession Order No. in process).