

Texas Lesson Study and Professional Learning Communities (PLCs)

Purpose: This alignment document is to show how the Four Critical Questions designed by Richard DuFour to provide structure to PLCs are accomplished through teacher and instructional leader engagement in the TXLS professional learning framework.

Richard DuFour's Four Critical Questions of PLCs	How TXLS Aligns
<p>What do we expect students to learn?</p>	<p>Identify a Research Theme that connects to campus/district mission and vision.</p> <p>Identify a high-leverage focus to examine during Lesson Study</p> <ul style="list-style-type: none"> ● Data Dig (aligned with Data-Driven Instruction practices) ● Analyze campus student needs ● Determine teacher needs (i.e., content, pedagogical strategies, etc.) <p>Draft a Theory of Action</p> <ul style="list-style-type: none"> ● Identify research-based teacher moves that will <ul style="list-style-type: none"> ○ support students in achieving long-term goals ○ enhance instruction for the given focus. <p>Review Instructional Materials and Research</p> <ul style="list-style-type: none"> ● Examine SEs for a specific topic ● Analyze and consider implementation of high-quality curricular materials (e.g., textbooks, district-designed, professional books, TEKS Resource System) ● Examine qualities of a T-TESS Distinguished lesson (or district equivalent.) ● Investigate reputable research on student learning and instructional strategies <p>Examine the Unit Plan and Unit Goals through the lens of research to identify a high-leverage lesson within the unit to study.</p> <p>Design the Exit Ticket and Rubric to collect and analyze data on students' prior knowledge and comprehension of the SE(s).</p> <p>Examine the research lesson and plan instruction by</p> <ul style="list-style-type: none"> ● Applying research-based strategies within the lesson ● Anticipating student responses for all learners and planning for teacher support and checks for understanding
<p>How will we know if they are learning?</p>	<p>Teach and Observe the Research Lesson (Observers include: teachers on the Lesson Study team, administrators, and other knowledgeable educators invited to observe.)</p> <ul style="list-style-type: none"> ● Collect observational data based on predetermined points of evaluation ● Administer the exit ticket ● Score and analyze the data comparing the pre- and post-assessment results.
<p>What will we do when students are already proficient?</p>	<p>Reflect on observational and quantitative data item analysis from the pre-assessment, post-assessment, and lesson delivery and consider</p> <ul style="list-style-type: none"> ● research-based extension activities; ● additional moves and questions to extend thinking; and ● new areas to enhance advanced learners as a focus for the next lesson study cycle.
<p>How do we respond when students don't learn?</p>	<p>Anticipate student responses during lesson planning to proactively mitigate student misconceptions and misunderstandings</p> <p>Reflect on observational and quantitative data item analysis from the lesson delivery and consider</p> <ul style="list-style-type: none"> ● strategy groups based on the data; ● research to support intervention tasks or reteaching opportunities; and ● new focus on during the next lesson study cycle.