

Lesson Study Guidelines for Debriefings

Writing Team Responsibilities Before the Debriefing

1. Prepare the Setting

- Hold the debriefing in the same classroom where the lesson was taught. Discussants then are able to refer to the blackboard and student work. When this is not possible, bring to the debriefing the materials used/produced during the lesson.
- Prepare the room so that the writing team, moderator, recorder, and final commentator are seated together at the front of the room.
- Arrange a short meeting shortly following the debriefing for the writing team to reflect on the lesson and debriefing while memory is still fresh.

2. Establish the Structure of the Debriefing

- Establish with the moderator and writing team the following structure for the debriefing, to include comments from:
 1. the teacher who taught the lesson
 2. the writing team
 3. the observers
 4. the final commentator
- Remind the teacher and writing team to keep their comments brief to allow the majority of time for comments by the observers. The writing team should be allowed to respond briefly to the observers' comments if desired.

Key Roles for the Debriefing

1. Moderator Responsibilities

- Begin the debriefing by introducing the team and outlining the structure of the discussion.
- Keep the debriefing focused and keep track of time.
- Make sure the conversation is not dominated by one or a few observers.
- Allow all who wish to comment time to speak.
- Reserve at least 10 minutes at the end for the final commentator's comments.
- Refrain from making editorial comments.

2. Recorder Responsibilities

- Take notes of the debriefing.
- Produce a summary of the debriefing for the lesson study report.
- File the summary with other lesson study material.

3. Final Commentator Responsibilities

- Assimilate the debriefing into a final commentary of about 10 minutes.
- Offer thoughts from observations, past and current experiences, current research.

Developed collaboratively by Global Education Resources LLC, Paterson Public School 2 (Paterson, NJ) and Research for Better Schools.



Discussion Guidelines for the Debriefing

1. Keep Comments Clear and Focused

- Keep comments focused on student thinking and learning and on the content of the lesson, not on teaching style.
- When commenting on the lesson, keep in mind the goal of the lesson and criteria laid out by the writing team.
- Base discussion on individual records of observations and quantify comments with concrete and specific evidence.

2. Maintain a Respectful Atmosphere

- Begin comments by identifying the positive aspects of the lesson.
- Be sure the teacher who taught the lesson is not made to feel like s/he is being personally criticized.
- Do not focus on the success or failure of the lesson or on teaching style.
- Select key, relevant observations and avoid a "laundry list."
- Do not be a passive listener. Try to contribute to the debriefing; however, it is not necessary to repeat what has already been stated.

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