**LESSON DESIGN STUDY (LDS) TEAM WORK**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Name**

1. **Selection of a Lesson that addresses school’s action research theme**
2. **Engagement with Team in Preparation of the Research Lesson**
3. **Self Reflections by Presenters and Discussants**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Yet****1** | **Almost There****2** | **Got It****3** |
| **Lesson Selection and Preparation** | **Individual lesson** brought to team presents little opportunity for improvement or change; reflects little thought or desire for obtaining feedback to better address target students’ learning needs or characteristics;Little or no evidence of preparation for the lesson design study to be conducted with colleagues; | **Individual lesson** brought to team presents some opportunity for improvement or change; reflects thought and desire for obtaining collegial feedback to better address target students learning needs or characteristics;Shows some evidence of a key way to address the school’s research theme for the lesson study to be conducted with colleagues. | **Individual lesson** offers many opportunities to assist team members to think about ways to improve instructional structures and team’s understanding of student learning needs, characteristics and behavior; reflects a high degree of thought on the school’s research theme and selects a process for obtaining feedback for lesson improvement. |
| **Participation as a Study Group Member** | While present in the LDS process, the participant had minimal interaction –offered few ideas and/or suggestions for peers’ success in a collaborative design of student-focused lesson study. | In the LDS process, the participant adequately performed the role of ***facilitator*** or ***consultant*** offering observations, ideas and/or suggestions for peers’ success in a collaborative design of student-focused lesson study. | In the LDS process, the participant actively and regularly performed the role of ***facilitator*** or ***consultant*** offering many observations, ideas and/or suggestions for peer’s lesson study. |
| **Self Reflections on Professional Growth** | Self-reflection on individual professional growth goals to be addressed in preparation/participation in the lesson study shows little or no thought regarding the impact on school-based outcome of increased student responsibility and achievement. | Self-reflection on individual professional growth goals to be addressed in preparation/ participation in the lesson study shows awareness and understanding of the impact LDS has on individual growth goals and desired school-based outcomes of increased student responsibility and achievement.  | Self-reflection presents strong evidence of high degree of preparation/participation for the lesson study. Also demonstrates perspective and knowledge and high degree of thought regarding the impact or outcome of collaborative learning. |
| *Total Points* |  |  |  |
|  Emerging - 4-5 Developing - 6-7 Achieving - 8-9 |

Highlight the descriptions which best reflect your collegial performance. Then add your point from each column together to total the number reflecting your score.

Dr. Susan Belgrad