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Network leadership in action:

Networked Research Lesson Study tools and templates

Development tools and templates designed to support the processes of Networked Research Lesson Study.

CfBT
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Networked Research Lesson Study tools and templates

This booklet provides some tools and templates that you can use to help plan and conduct your Networked Research Lesson Study.

The templates should be used in conjunction with Booklet 1 *Getting started with Networked Research Lesson Study*. They are designed to give you ideas and frameworks for planning your Networked Research Lesson Study, collecting data during the lesson study and capturing the professional learning outcomes and new knowledge generated by the study.

You can use the tools and templates in this guide as a basis for planning, undertaking and following up your Networked Research Lesson Study. With this in mind, all the tools contained in this publication are available for download as Word documents at **www.nlcexchange.org.uk**

Approaches to data collection

1. Annotating the lesson plan

The simplest way to gather data is by taking detailed observation notes. These are best taken on the research lesson plan, using a different coloured pen or pencil. Plan in advance who is going to observe which case pupils and which particular parts of the lesson. Remember the case pupils are not the sole point of focus. They were chosen to represent a type or a group of learners. Imagine you are a camera when you are observing and start each new 'shot' with a 'close-up' on the focus pupil, which 'pans' away allowing a wider shot of the class.

Make your observation notes in relation to these pupils as much as possible as the pretext for any other observation. You are focusing on the degree to which they:

- engage
- connect their learning with what they know already
- understand what they are to learn, why, what it will look like, and how it will benefit them
- make progress
- are helped by the lesson
- can achieve what was planned for them by the sequence of lesson activities
- tackle problems
- know what progress they've made

These will be the starting points for your deconstruction and analysis meeting. You may time your annotations. At the end of each section of the research lesson, or at the end of the lesson itself, summarise your observations and pose some questions about the lesson on the back of the planner (see pages 4-6). Try not to make judgements – your observations should be as objective as possible and your questions valid and genuine. They should inform the deconstruction discussion in the context of the other perspectives on the research lesson.

2. Using audio

The main pluses of using audio are that it is a faithful way of capturing data and can be made unobtrusive so that it does not 'get in the way' of the lesson or affect pupil behaviour.
The main minuses of using audio are that tapes tend to be long and you end up spending forever finding relevant bits. It can be hard to distinguish between voices. Long tapes or transcripts are impractical when your time for analysis is limited. You can get around this by knowing exactly which bits of the lesson you want recording. You can ask pupils to take responsibility for recording relevant sequences.

3. Using still images

Still pictures are a very effective way of gathering lesson data in the form of a retrospective storyboard. **The main pluses of using a digital camera** are that it is cheap, extremely easy to use and discreet if used with no flash. Very quick and accessible for analysis. They make a good aide-memoir or visual aid to have at hand in the deconstruction meeting or when you are making your artefact of study. **The main minuses of using a digital camera** are that they don't move.

4. Using video

Research lesson pioneers found that video was both the most challenging, potentially distracting, difficult to use, time-consuming and expensive means of capturing research lesson data. There are all sorts of problems getting sound quality and the video captured very quickly runs into lengthy sequences which take forever to watch and download.

Those who piloted the use of video were also unanimous in saying that it is the most powerful, liberating and interpreting data-capture tool there is. It makes for very effective 'study' outcomes. You need to be trained in using video in class and also in editing. People have found that most digital video cameras are fine to use – it helps to have one that allows DVD in and DVD out when you come to editing.

Tips on using video include the need to carefully plan the sequences of the lesson you are going to capture and be sparing. Hours, even a few minutes of video, is too much to analyse. Go for the '20 second maximum clip length' rule, unless you have exceptional reasons for longer takes.

- If you have a media department in school, get the technicians on board and involved.
- Rehearse beforehand in order to check sound quality and angles.
- Always allow double the time you think for watching the video and treble for editing.

Research Lesson Study planning template

1	**Identify your team – two, three or four people with dedicated time and support for the Research Lesson Study.**	Team: Roles: Support Y/N:
2	**Set ground rules for assessed risk-taking and joint ownership of the research lessons, where it is expected that learning is from what goes wrong as well as right.**	eg We are engaging in joint professional learning and therefore we agree to: ■ Remain accountable to our agreed focus and question. ■ Take risks and accept that ideas will fail as well as succeed. ■ Share the research lesson and the outcomes of your lesson study. ■ Ensure our learning benefits – pupils, colleagues, the school and beyond.
3	**Identify three case pupils (or multiples of three when you are experienced in research lessons).**	**Case pupil A name** – what needs this child will represent plus rough NC level in this AT **Case pupil B name** – what needs this child will represent plus rough NC level in this AT **Case pupil C name** – what needs this child will represent plus rough NC level in this AT
4	**Identify what you want to learn and why – your research or enquiry question.**	We want to learn/find out how we can better.…………………………………………………… …to improve pupil achievement/progress in ………………………………………………………
5	**Connect with, and draw on, what is known about your focus before you start your work.**	Look at the Research Lesson Study website links at **www.nlcexchange.org.uk** List three key points you've built into your research lesson study design. 1) 2) 3)
6	**Jointly plan a research lesson based on the needs of the case pupils.**	What do you want the children to learn – and each of the case pupils? A) B) C)

7	**Joint observation and data capture.**	Plan how you will observe and capture data for each phase of the lesson eg introduction, main stages of the lesson, plenary session.
		Agree who will capture what data, when and how. Many teams use their plan as an annotation sheet (see example on page 6).
		■
		■
		■
		■
		■
		■
		■
		■
		■
		■
8	**Joint analysis and deconstruction.**	■ Date and time allowed for this activity.
		■ What we agree about each case pupil's progress/learning.
		■ What we agree about the class as a whole or other groups' learning.
9	**Collaborative analysis and representation – being explicit about what you have learned.**	■ What we agree in terms of our question – what worked/did not work.
		■ Why so? What are our agreed hypotheses for the next research lesson?
		■ How have you checked the findings with pupils and elicited their critique, to validate and inform your findings?
		At the end of a sequence of research lessons agree:
		■ what each of you learned
		■ what is important for the department or school to learn from this
		■ what others or the 'system' should learn from it
10	**Finding ways of helping others learn from what you have learned – innovated, refined or modified.**	Plan a presentation eg PowerPoint using your plans, lesson resources, videoclips, audioclips, or stills to illustrate the new practice you have innovated. Create an artefact as an outcome of your work to enable wider learning with others.
		Date and time and audience for dissemination.
		....
		Plan a series of opportunities when you may be able to work with interested colleagues to take them through the practice you have innovated or to help them adapt it for their subject, classroom, school or network.

Alternative research lesson planner and data collector
Observation and annotation sheet

Step of the lesson	How you hope case pupil(s) A will respond	How they are observed to respond	How you hope case pupil(s) B will respond	How they are observed to respond	How you hope case pupil(s) C will respond	How they are observed to respond	Patterns/issues
Introduction							
Establishing what is to be learned and connections with prior learning							
Stage 2							
Stage 3							
Stage 4							
Plenary							
Overall							

Lesson analysis record

Use these discussion prompts to analyse the learning of the pupils. Start with your observations of what they did and didn't do. Then move on to think of others in the group, and what the teacher was doing and how this may have affected the learning.

	Case pupil A	Case pupil B	Case pupil C
What progress did each pupil make, with reference to observed behaviours? What about others in the group of learners they typify?			
What worked for each pupil (with reference to recorded observed behaviours) and what worked less well? What surprises were there?			
What have we learned that: ■ worked? ■ didn't work? ■ What else is there to think about?			
So, what should we try next time?			

Record of professional learning outcomes and new knowledge record

Use these discussion prompts to record the professional learning outcomes and new knowledge which has resulted from your Networked Research Lesson Study.

	Colleague 1	Colleague 2	Colleague 3
What have I learned from this?			
What new knowledge do we think we have gained from the process? eg What aspect of teaching and learning have we developed which could be shared? How do we know it works – or doesn't work?			
What pieces of research will we check our findings against to make sure it is: ■ **new?** ■ **not countered by other work?**			
What do colleagues in the school and network need to do as a result of the work? How are they going to find out? eg How are we making the learning from the Networked Research Lesson Study transferrable to others?			
Signed:			
Date:			

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networked learning communities visit
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www.ncsl.org.uk/nlc

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