

## INSTRUCTIONAL STRATEGY LESSONS

A professional development that came from Japan Educational System to help teachers to improve their instruction and student learning is becoming popular in the United States.

- All teachers at a grade and/or subject level teach a common lesson plan. (The number of teachers can be 1 to any number.)
  - Lesson plan can be designed by the teachers
  - Lesson plan can be adapted from a plan found from many different resources
  - Lesson plan should have some student recording
  
- Instructional Strategies used in the lesson should:
  - Integrate Mathematical Practices throughout the lesson
  - Teach conceptual understanding
  - Develop procedural fluency
  - Have applications of Common Core's high rigor skills:
    - Multi-step problems
    - Problems with more than one correct answer
    - Problems requiring analysis and explanation
    - Incorporate problems with multiple approaches
    - Models of problem solving

- Student discussion in several ways such as journal prompts, express thinking by answering reflection questions or write about procedural thinking

After teaching the lesson:

- Each teacher on their own write a reflection about their experience in the actual teaching of the lesson including:
  - If the lesson plan was used again, what opportunities to improve would you make?
  - Some challenging questions asked that caused students to think
  - The Mathematical Practices that the lesson plan incorporated
- Each teacher will sort all their students' work
  - Sort the students' work in categories of top, medium, and low
  - Choose 1-10 students' papers in each category and write a reflection on one or more of the problems in the task
  - Reflection on students' work should show:
    - Gaps
    - Misconceptions
    - Shows only the required work
    - Procedures are correct but makes minor mistakes in basic skills
    - Extending the task beyond basic requirements
    - Shows multiple approaches to solving the task

From the reflections on students' work, the teacher can make improvements in their instructional strategies by:

- Address gaps in a small number of students in a RTI small group
- Ask students to correct and/or find their misconceptions
- Have all students find multiple approaches to solve the task and discuss
- Different approaches for all students in classroom



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