

Abstract: Don't Fence Me In: Area of a Parallelogram

Lesson Study, a form of professional development originating in Japan, has as a goal to improve the effectiveness and quality of the learning experiences that teachers provide for students. In the process teachers work collaboratively to formulate long-term goals for student learning; plan, conduct and observe a “research lesson”; carefully observe student learning, behavior, and engagement; and discuss and revise the lesson and the approach to instruction based on the observations. The most important questions are: What did the students learn? What evidence do you have that students learned?

A group of teachers from the 2006 Institute for Advanced Study/ Park City Mathematics Institute Secondary School Teachers Program (SSTP) engaged in lesson study working several hours a day for three weeks. They planned a lesson for a high school geometry class, tried the lesson with some of their peers, revised the lesson, taught it to students, conducted a focused post-lesson discussion based on their observations during the lesson, and revised the lesson once again. See Lesson Plan: Versions I and II.