



Figure 5.2 Lesson Study Observation Questions

What is the learning activity?

What is the teacher doing?

What are students doing?

What feedback would you give this teacher? Strengths/next step(s):

Source: Created by Rychie Rhodes and Cyrus Weinberger, Red Hawk Elementary in Erie, Colorado.

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Figure 5.5 SWOT Form

Teacher and Learning Structures	Helpful STRENGTHS	Harmful WEAKNESSES
	OPPORTUNITIES	THREATS
Student		

Figure 5.8 Video Learning Team Self-Assessment Form

Video Learning Team Self-Assessment

Date:

After watching the video recording of today's learning meeting, please rate how close your communication skills were to your idea.

	<i>Not Close</i>					<i>Right On</i>	
In the video-recorded meeting, I . . .							
Offered suggestions tentatively but honestly.	1	2	3	4	5	6	7
Encouraged my peers by acknowledging their successes.	1	2	3	4	5	6	7
Actively demonstrated empathy.	1	2	3	4	5	6	7
Focused on learning rather than winning.	1	2	3	4	5	6	7
Listened more than I talked.	1	2	3	4	5	6	7
Showed respect toward my peers.	1	2	3	4	5	6	7

My goal for next meeting:

Figure 5.9 Impact Goal Form

Impact Goal

Date:

After listing all of your possible goals, use the following form to identify the goal that has the greatest potential for impact. Complete one form for each potential goal. The goal with the highest score is usually the best.

	<i>Not Close</i>						<i>Right On</i>
This potential goal is . . .							
Powerful.	1	2	3	4	5	6	7
Easy.	1	2	3	4	5	6	7
Emotionally compelling.	1	2	3	4	5	6	7
Reachable.	1	2	3	4	5	6	7
Student focused.	1	2	3	4	5	6	7

Comments: