



REPUBLIC OF THE PHILIPPINES
Department of Education
REGION V
**SCHOOLS DIVISION OFFICE
NAGA CITY**



Roxas Avenue, Brgy. Triangulo, Naga City Camarines Sur 4400, Philippines

June 25, 2018

DIVISION MEMORANDUM

No. 1105, S. 2018

LESSON STUDY IMPLEMENTATION IN GRADE 3 AND GRADE 7 MATHEMATICS

To: SDO, CID and SGOD Personnel
Public Elementary & Secondary School Heads
All Others Concerned

1. In line with the implementation of the K to 12 Basic Education Program and in pursuance of DepEd Order No. 35, s. 2016 entitled "***The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning,***" a Lesson Study in Grade 3 and Grade 7 Mathematics shall be implemented in the division from SY 2018-2019 and onwards.

2. This program intends to provide opportunities for teachers, school leaders, instructional leaders, and faculties of collaborating Teacher Education Institutions (TEIs) to use **Lesson Study** as a professional development strategy to improve the teaching and learning processes in Mathematics. It also aims to improve the performance of both teachers and students, which will directly redound to the **Division Change Plan: Transform Naga**.

3. Lesson Study is a classroom-based professional development model where teachers learn together to meet their students' learning needs. It is in the classroom where teachers are experiencing problems and concerns on teaching, and where educators should always focus their interventions on. Thus, in this model, the classroom reality is being placed at the center of the continuing professional development for teachers.

4. To ensure that all stakeholders are aware of the framework for the program and roles to be played, series of capacity building for teachers, school heads, instructional leaders, and representatives from partner institutions shall be conducted. Furthermore, on this stage, specific data and procedures shall be determined for the effective implementation of the program.

5. It is necessary that every stakeholder shall work to ensure the implementation and quality of the activities under the program in collaboration with other stakeholders. Thus, a Lesson Study Team (LST) or Learning Action Cell (LAC) shall be formed in every clustered district where all identified stakeholders have defined roles and responsibilities expected of them. The structure of a Learning Action Cell which includes a leader, facilitator, documenter, members, and resource person(s) stipulated in the DepEd Order No. 35, s. 2016 shall be followed. The composition of Lesson Study Team or Learning Action Cell per district and the term of reference for LAC participants are found in **Enclosures 1 and 2**, respectively.

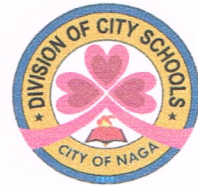
6. In this program, Lesson Study will involve a group of teachers who will jointly prepare the lesson, then have the main teacher delivers the lesson while the other involved teachers observe the lesson. This will also involve regular meetings of the Grade 3 or Grade 7 teachers, school heads, supervisors, and university faculties (ranging from several weeks to school year) working on the design, implementation, testing, and improvement of one or more "research lessons." Specifically, these will include the following:

- a) **Develop Student Learning Goals:** Team members discuss what they would like students to learn as a result of the lesson.
- b) **Plan the Research Lesson:** Teachers design a lesson to achieve the learning goals, anticipating how students will respond.
- c) **Gather Evidence of Student Learning:** One team member teaches the lesson while others observe, collecting evidence of student learning.
- d) **Analyze Evidence of Learning:** The team discusses the results and assesses progress made toward learning goals.
- e) **Repeat the Process:** The group revises the lesson, repeating steps 2-5 as necessary, and shares findings.

18061259



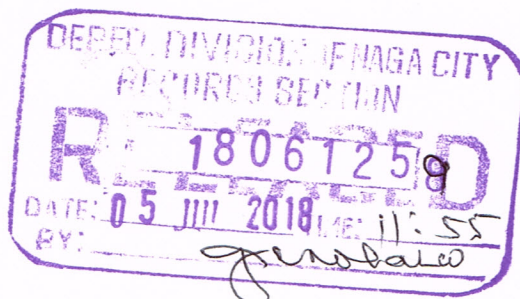
REPUBLIC OF THE PHILIPPINES
Department of Education
REGION V
**SCHOOLS DIVISION OFFICE
NAGA CITY**



Roxas Avenue, Brgy. Triangulo, Naga City Camarines Sur 4400, Philippines

7. Special emphasis must be made on developing the creativity, higher order thinking, and problem-solving skills through an open-ended approach to teaching. To ensure that participants have common planning time to engage in collaborative, systematic problem-solving, and improve the effectiveness of instruction, a master schedule found in **Enclosure 3** shall be followed.
8. The teacher training institutions (TEIs) in the area were considered as partners in this program since they also have the technical expertise on the different content and pedagogical knowledge and skills in the delivery of lessons in specific learning area such as mathematics. Areas of collaboration for these TEIs include technical assistance during planning, implementation, and evaluation of the lessons, usage of learning facilities, and provision of postgraduate course units to the participants.
9. Since professional development is a continuing program that should be conducted through the life of a teacher, evaluation which provides not only the results and outputs but also suggestions on the program implementation is necessary. Thus, all Lesson Study Teams are requested to prepare progress implementation reports on the program and submit to the HRD section (c/o Michel P. Basister) for consolidation and analysis. The following specific reports/data are expected from each Lesson Study Team for each Lesson Study cycle conducted:
 - a) lesson plan for "research lessons"
 - b) instructional materials for the "research lessons"
 - c) video recordings of lessons
 - d) completed lesson observation forms (*see Enclosure 4 for the template*)
 - d) lesson study meeting log (*see Enclosure 5 for the template*)
 - e) implementation report (*see Enclosure 6 for the template*)
 - f) narrative report with pictures
10. Expenses relative to the implementation of Lesson Study for SY 2018-2019 by the identified Lesson Study Team (LST) shall be charged against the Basic Education Sector Transformation (BEST) Fund granted for this program subject to the agreed accounting and auditing rules and regulations. Expenses for the succeeding school years may be charged against school MOOE, division local funds, and HRTD fund subject to the usual accounting and auditing rules and regulations.
11. Immediate dissemination of this memorandum is directed.


WILLIAM E. GANDO, CESO VI
Schools Division Superintendent



LESSON STUDY TEAM (LST) PER CLUSTERED DISTRICT

CLUSTER	DISTRICTS	SCHOOLS	LST TEAM
A	I&II	Lead School: Naga Central School I Balatas Elementary School Tabuco Central School Abcede Elementary School R.V. Maramba Elementary School	Leader: Facilitator: Documenter Members: Resource Persons:
B	III&IV	Lead School: Naga Central School II Tinago Central School Sabang Elementary School Sta. Cruz Elementary School Jose Rizal Elementary School	Leader: Facilitator: Documenter Members: Resource Persons:
C	V&VI	Lead School: Julian B. Meliton ES Mabolo Elementary School Triangulo Elementary School Concepcion Grande ES Villa Grande Elementary School	Leader: Facilitator: Documenter Members: Resource Persons:
D	VII&VIII	Lead School: Calauag Elem. Sch. Mac Mariano Elementary School Del Rosario Elementary School Abella Elementary School San Rafael Elementary School Villa Corazon Elementary School	Leader: Facilitator: Documenter Members: Resource Persons:
E	IX&X	Lead School: Grandview Elem.Sch. Pacol Elementary School Carolina Elementary School Panicuason Elementary School San Isidro Elementary School Teodoro-Moscoso Elem. Sch. Morada-Ramos Elementary School	Leader: Facilitator: Documenter Members: Resource Persons:
F	(Secondary) I, III, IX, X	Lead School: Camarines Sur NHS Tinago National High School Leon Q. Mercado National HS Carolina National High School	Leader: Facilitator: Documenter Members: Resource Persons:
G	(Secondary) IV, V, VI, VIII	Lead School: Concepcion Peq. NHS Cararayan National High School Naga City Science High School Naga City School of Arts & Trade	Leader: Facilitator: Documenter Members: Resource Persons:

18061259

TERMS OF REFERENCE (TOR) OF LESSON STUDY PARTICIPANTS

LST Leader is the PSDS of the involved district or the Principal/School Head of the involved schools. Being the de facto leader of the Lesson Study Team in the clustered districts, the following are his/her roles:

1. Oversees the implementation of the Lesson Study;
2. Leads in the development of a Lesson Study Plan and integrates such in the SIP or AIP;
3. Organizes Lesson Study meetings and ensures that each participant is aware of their respective roles and responsibilities;
4. Collaboratively prepare lesson plans, observe lessons demonstrated by teachers, participate in the discussions after a lesson, help in revising the lesson plan.
5. Mobilizes resources for the conduct of Lesson Study;
6. Provides feedback and submits Lesson Study Progress Reports to the Schools Division Office;
7. Adapts and shares Lesson Study best practices from other schools/districts, thereby developing a culture of collaboration and continuous improvement;
8. Ensures the monitoring of Lesson Study sessions and related activities and evaluating their impact on teacher professional development, quality teaching, and pupil achievement;
9. Agrees with LST Members on how to observe or monitor the application of learning;
10. Provides feedback to the teachers;
11. Gathers evidence of implementation or application of learning;
12. Meets with the facilitator to decide on next Lesson Study topic and to prepare or plan for the next session; and
13. Monitors the Lesson Study implementation vis-à-vis the LST plan.

LST Facilitator could be the PSDS of the involved districts, Principal/School Head, a Master Teacher or a senior teacher or senior member of the faculty of involved schools. This role could be assigned on a rotation basis. The LST Facilitator:

1. Convenes the LST meetings;
2. Provides technical assistance in the development of the Lesson Study plan, timetable of team meetings, and other activities;
3. Checks and monitors attendance of members and submission of materials and sees to it that team meetings start and end on time, and that agenda for the meeting are covered;
4. Encourages active engagement and participation of members;
5. Assigns a documenter on a rotation basis;
6. Invites external resource persons when necessary;
7. Reports regularly to LST leader on Lesson Study progress;
8. Collaboratively prepare lesson plans, observe lessons demonstrated by teachers, lead the discussions after a lesson, help in revising the lesson plan.
9. Ensures that the venue and equipment are available and prepares the necessary learning materials such as reading materials, videos, presentations, et, when needed;
10. Announces the Lesson Study session including topic, time, venue, and other matters that the group should know; and
11. Runs and facilitates the session based on the plan and ensures that the agreed norms of behavior are observed and that the objectives of the session are achieved.

LST Members are the teachers who share common concerns, in this case, the Grade 3 and Grade 7 Mathematics teachers.

1. Attends LST meetings regularly and participates actively in Lesson Study sessions;
2. Collaboratively prepare lesson plans, demonstrate the lessons, observe lessons demonstrated by fellow teachers, participate in discussions after a lesson, help in revising the lesson plan. Serves as LST facilitator or documenter when assigned such roles;
3. Develops plans to apply what has been learned and implements agreed on the action plan in one's classroom;
4. Monitors one's progress in relation to the LST Plan;
5. Prepares and submits documents or materials as needed and brings materials relevant to the topic;
6. Observes the agreed norms of behavior;

7. Capture evidences of implementation;
8. Reflects on the implementation;
9. Shares with colleagues in informal settings;
10. Prepares to share in each Lesson Study session;
11. Allows LST leader to observe how the learning was applied; and
12. Provides the LST leader with evidences of application of learning.

LST Documenter is a member of the LST who has been assigned to record the minutes of the team meetings. This role may be rotated (i.e., monthly or for every unit of the lesson). The LST documenter:

1. Documents proceedings of the LST meetings or activities following the template agreed upon;
2. Keeps records of attendance and output of members;
3. Helps the LST Leader and Facilitator in writing the progress reports to be submitted to the District, Schools Division, Regional, and Central Office;
4. Devices innovative and efficient ways to document and synthesizes the agreements during the LST sessions;
5. Provides the information on the progress of the Lesson Study and the insights of the teachers about student learning;
6. Takes down minutes and captures the processes in the Lesson Study sessions; and
7. Gather evidences of implementation (e.g., individual plans, etc.).

LST Resource Person is someone external to the organization/group (university professor, retired teachers, researchers, and other professionals) who are invited to talk and lead the session on a specific topic. The resource person:

1. Broadens the perspectives of the Lesson Study Team and helps address any gaps during the planning, observation and reflection phase. This expert is not allowed to dominate the Lesson Study process, but should guide it by asking questions about possible learner challenges, interpretation, and misconceptions;
2. Collaboratively prepare lesson plans, observe lessons demonstrated by teachers, participate in the discussions after a lesson, help in revising the lesson plan by providing academic comments and inputs during the sessions;
3. Introduce Lesson Study practices to college and graduate students and monitor implementation of the same practices during their peer teaching and teaching practice;
4. Conduct action research in coordination with Joint Technical Committee members
5. Shares current trends and best practices in certain aspects of curriculum, pedagogy, and assessment;
6. Mentors or coaches teachers on content and pedagogies for a particular lesson unit; and
7. Helps the Lesson Study Team subsequent action based on the session.

18061259

MASTER SCHEDULE FOR LESSON STUDY IMPLEMENTATION

1st Semester SY 2018-2019

CLUSTER/ DISTRICT	LESSON PLANNING	TEACHING/OBSERVING DEBRIEFING/IMPROVING	RE-TEACHING/REFLECTING DEBRIEFING/IMPROVING
A (I&II)*	July 5-7, 2018	July 26, 2018	August 23, 2018
B (III&IV)		July 27, 2018	August 24, 2018
C (V&VI)		August 2, 2018	August 30, 2018
D (VII&VIII)		August 3, 2018	August 31, 2018
E (IX&X)		August 7, 2018	September 06, 2018
F (Secondary) I,III,IX,X		August 8, 2018	September 20, 2018
G (Secondary) IV,V,VI,VIII		August 17, 2018	September 21, 2018

* with Tabuco CS, Abcede ES, & RV Maramba ES

2nd Semester SY 2018-2019

CLUSTER	LESSON PLANNING	TEACHING/OBSERVING DEBRIEFING/IMPROVING	RE-TEACHING/REFLECTING DEBRIEFING/IMPROVING
A (I&II)*	October 22-24,2018	November 08, 2018	December 06, 2018
B (III&IV)		November 09, 2018	December 07, 2018
C (V&VI)		November 15, 2018	January 10, 2018
D (VII&VIII)		November 16, 2018	January 11, 2018
E (IX&X)		November 22, 2018	January 17, 2018
F (Secondary) I,III,IX,X		November 23, 2018	January 18, 2018
G (Secondary) IV,V,VI,VIII		November 29, 2018	January 25, 2018

* with Tabuco CS, Abcede ES, & RV Maramba ES

18061258

RECORD FORM FOR CLASSROOM OBSERVATION

NAME OF OBSERVER: _____ DATE OF OBSERVATION _____
 SCHOOL: _____ DEMONSTRATION TEACHER: _____
 SUBJECT: _____ GRADE LEVEL: _____

Instructions to the Observer: As completely and accurately as possible, describe the interaction between the teacher and the students. Include direct quotes and descriptions of the teacher and the students, including facial expressions, gestures, actions, reactions and voice quality. However, be careful to avoid making judgments.

Time	Teacher	Students
Structure		Method
Question/Explanation		Blackboard/Media/Material
Students participation		Assessment/Feedback
		18061259

LESSON STUDY TEAM LOG

Date: _____
Time: _____
Venue: _____

Contributing Members:
(Please sign for attendance/credit purposes)

FUNCTION/ROLE	NAME	DESIGNATION/ POSITION	SCHOOL	SIGNATURE
LST Leader				
LST Facilitator				
LST Documenter				
Resource Person				
LST Members				

Lesson Topic:

Key learning(s):

Date of Next Meeting: _____

To do before next meeting:

ACTIVITY	WHO	WHEN

Prepared by:

LST Documenter

Noted:

LST Leader

18061259

LESSON STUDY IMPLEMENTATION REPORT

I. Conduct of Lesson Study and Major Outputs

Date: _____

TOPIC/DATE	TEACHING DEMONSTRATION	NAME OF TEACHER WHO DEMONSTRATED	NAME OF FACILITATOR	NAME OF PARTICIPATING TEACHERS/EDUCATORS	MAJOR OUTPUTS & LEARNING
	1 st Demonstration				
	Revised Demonstration				

II. Problems encountered and measures taken Lesson Study Team

Problems/Concerns encountered in Lesson Study	Measures taken by the team

Prepared by: _____
 LST Documenter

Submitted by: _____
 LST Leader

18061256