



Peace Education and  
Lesson Study for  
Teacher Educator

# **Lesson Study as a Component of Pre-Service Teacher Education in the United States: Possibilities and Implications for Further Development**

PELSTE 2021  
March 21, 2021

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# Outline

1. Introductions: my role, my experience, my interests/connections/questions
2. Lesson Study in the US context in **Pre-service Teacher Ed**
  - a. **How have practitioners in your country accepted and practiced Lesson Study?**
  - b. **What advantages do you think Lesson Study has?**
3. **How do you prospect the new stage of Lesson Study?**
  - a. Roles of multiple stakeholders in LS
  - b. Interdisciplinary LS teams as the opportunity that teachers can go beyond their content boundaries in order to continue to develop their pedagogical skills
4. Closing: With whom and how do I want to share the concept?
  - a. Levels of development:
    - i. Pre-service teacher Course Instructors
    - ii. School-level teams during Student Teaching (CTs, Supervisors, PSTs)

# Who am I? What is Lesson Study to me?

- Teacher: K-8, Elementary, Spanish Immersion, English as a Second Language, Spanish
  - Colombia, South America
  - United States: Iowa, Minnesota, and Wisconsin
- Teacher Educator: Secondary ESL
  - Instructor, Supervisor, Program Coordinator
  - Previously: Elementary Ed, Special Education
- Lesson Study is a reflective and collaborative process to improve an instructor's teaching and student learning by focusing on students' thinking and evidence of learning through observation
  - I am also interested in Lesson Study as a method of professional development centered in social justice education by increasing education equity for all students through teacher professional development (Thanks Agnaldo!)



**I'll begin my doctoral studies At UW Madison in Curriculum and Instruction focusing on Teacher Education and Bilingual/ESL education Fall 2021!**



# Lesson Study in the United States

- Primarily used in in-service teacher professional development, as part of the Professional Learning Community structure
- Less likely to be used in Pre-service teacher education, and if it is being practiced:
  - it is usually on a small scale (Wood, et al. 2019)
  - it is generally done with Mathematics and Science teachers (Groth, et al. 2020; Morgart, 2019)
  - it is initiated on the part of the teacher preparation provider, and may lack a boundary spanning relationship (Baldry and Foster, 2020)
- It is known that Lesson Study can improve teachers' content and pedagogical knowledge, confidence, collegiality, and collaboration. (Groth et al, 2020). ***But, in my opinion, perhaps the biggest advantage of incorporating LS into pre-service teacher education is that it can shift focus from pre-service teacher performance to observation and evidence of student learning.***

# Models of Lesson Study

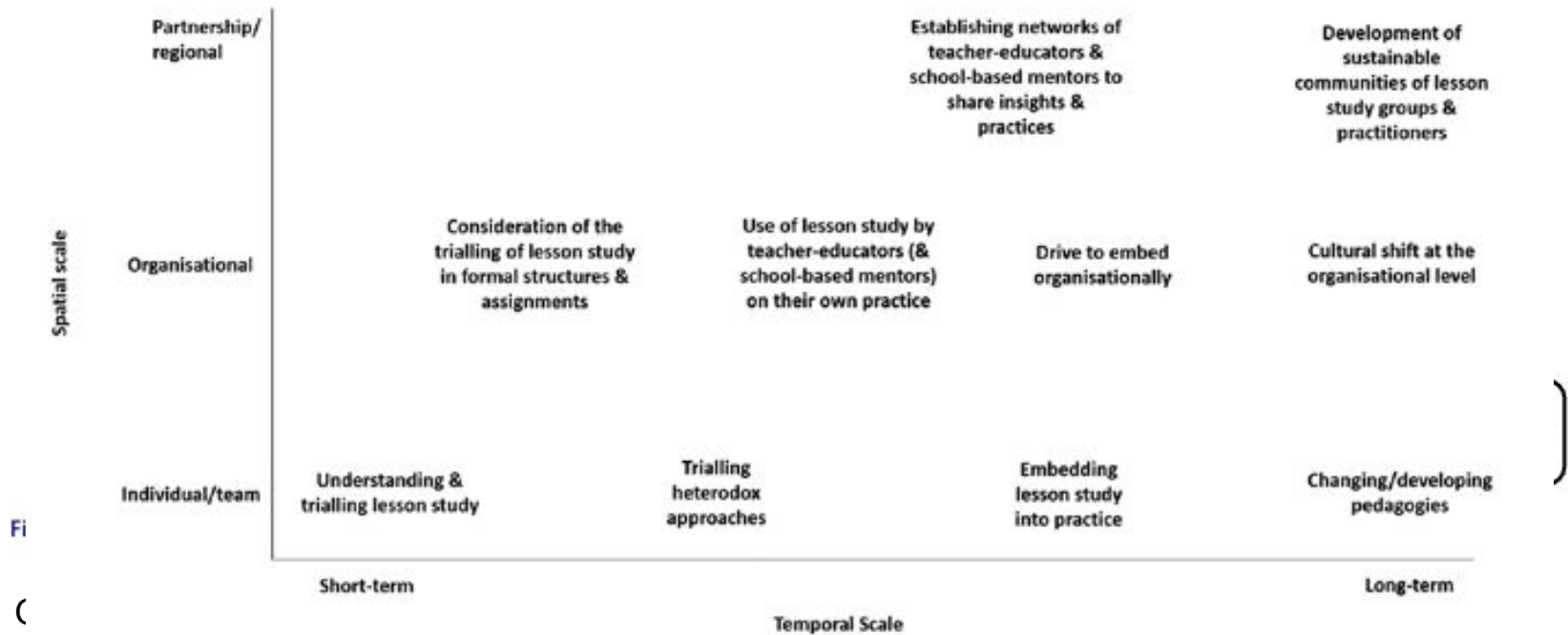


Fig. 15.1: Possible Future Developments for Lesson Study in ITE.

# New Stages in Lesson Study: Roles of Stakeholders

## Current Structure

- In our programs, we conduct observations with a “triad team”:
  - University Supervisor
  - Mentor/Cooperating Teacher(CT)
  - Pre-service Teacher (PST)
- PST sends in Lesson Plan CT and Supervisor for feedback. Supervisor visits to observe and evaluate the PST in their Student Teaching placement, and the triad holds a debrief conversation after the lesson. [Repeat 5x for Content area, 1x for ESL]

## Future Possibilities

- Course Instructor, Site Peers, and their CTs would be added to a Lesson Study Group
  - A CT would serve as the first Lesson Study for the group, and they would complete the lesson study process
  - PSTs would take turns in the Lesson Study process, allowing them to practice BOTH reflective teaching, AND targeted observation of student learning and thinking
- \*Perhaps begin with the 1 ESL observation

# New Stages in Lesson Study: Interdisciplinary LS Teams

- In our program, PSTs are well-prepared in content knowledge, but each student is just beginning their education around teaching and English as a Second Language
- PSTs from different content areas are placed in the same schools, with “teams” of teachers who also teach different content at the same grade level, meaning ***they share the same students***
- Interdisciplinary Lesson study teams would allow PSTs to observe student learning and evidence of student thinking in various content settings, this may lead to deep thinking about:
  - Pedagogical strategies
  - Classroom management
  - Language in context
  - Social Emotional learning



# With whom and how do I want to share the concept?

- Short Term: ESL and Secondary Ed Team
  - Instructors, TAs, and Supervisors
  - Propose a Lesson Study group amongst ourselves
  - Conduct our own lesson studies
  - Share the process with our students in real time
  - Explore possibilities of micro-teaching in our courses
  - Extend this into ESL practicum and/or Student Teaching (maybe with a small group)
- Long Term: School-level teams during Student Teaching
  - Instructors, CTs, PSTs, and Supervisors
  - Create school-site interdisciplinary Lesson Study teams
  - Use Lesson Study as an observation and assignment in Methods courses
  - Encourage CTs to continue the practice





Thank you for this opportunity!  
Any questions or comments?

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# Resources

Baldry, F., & Foster, C. (2019). Lesson Study Partnerships in Initial Teacher Education. In Lesson Study in Initial Teacher Education: Principles and Practices. Bingley, UK: Emerald Publishing Limited. doi:10.1108/978-1-78756-797-920191011

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Groth, R. E., Bergner, J. A., Weaver, S. D., & Welsh, G. S. (2020). Using Japanese Lesson Study to Merge Inservice Professional Development and Preservice Clinical Experiences. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 93(2), 93–99. <https://doi.org/10.1080/00098655.2020.1729082>

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