

Lesson Study: A Brief Annotated Bibliography

Lesson Study Impact on Student Achievement

Gersten, R., Taylor, M. J., Keys, T. D., Rolfhus, E., & Newman-Gonchar, R. (2014). Summary of research on the effectiveness of math professional development approaches. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2014010>

Brief Note: Of 643 examined professional learning approaches, Lesson Study is one of only two approaches to have demonstrated a positive impact on student mathematics achievement in research meeting rigorous criteria set by the U.S. What Works Clearinghouse.

Lewis, C. C., Takahashi, A., Friedkin, S., Liebert, S., & Houseman, N. (2022). Sustained, Effective School-wide Lesson Study: How Do We Get There?. *Vietnam Journal of Education*, 6(Special Issue), 45–57. <https://vje.vn/index.php/journal/article/view/178>
<https://doi.org/10.52296/vje.2022.178>

Brief Note: Examines three U.S. schools where school-wide lesson study combined with teaching through problem-solving showed a positive impact on student mathematics learning, in schools serving low-income students. Suggests effectiveness and sustainability were supported by (1) teacher agency; (2) access to a sound instructional vision that values student thinking; (3) teachers' content study and access to content expertise; and (4) site-developed strategic management structures.

Perry, R. & Lewis, C. (2010). Building demand for research through lesson study. In M. K. Stein & C. Coburn (Eds.) *Research and practice in education: Building alliances, bridging the divide*. Lanham, MD: Rowman & Littlefield Publishing Group.

Brief Note: Documents improvement of English Language Arts achievement at a school-wide lesson study site.

Factors that Support Lesson Study Effectiveness and Sustainability

Akiba, M., & Howard, C. (2023). After the race to the top: State and district capacity to sustain professional development innovation in Florida. *Educational Policy*, 37(2), 393-436. <https://journals.sagepub.com/doi/full/10.1177/08959048211015619>

Brief Note: Documents the local factors that led to lesson study sustainability following the end of state-wide funding for lesson study in Florida, U.S.. Lesson study was sustained more often in districts that integrated lesson study into the district instructional system through a clear expectation and strategic adaptation; supported school and teacher ownership of lesson study practice; and provided necessary support and funding. In contrast, the districts that focused on implementation fidelity and district-led facilitation eventually phased out lesson study.

Lesson Study Comes of Age in North America Find more in the Research section of the Lesson Study Group website.

<https://lessonresearch.net/resources/research/>