

**SYM-01***Abstract Number: 20277*

## **How Teacher Preparation Programs Cultivate Classroom Observation Skills: Case Studies on Using Lesson Note at Japanese National Universities**

*Akihiko Takahashi, DePaul University**Yoshihisa Tanaka, Hirosaki University**Kaori Nagayama, Setagaya Elementary School & Tokyo Gakugei University**Toshiakira Fujii, Tokyo Gakugei University*

In Japan, a major part of teacher preparation programs is introducing Lesson Study basics. Typical teacher preparation in Japan is a four year college degree. These degree programs have specific requirements, such as, designing unit and lessons, teaching based on those plans, and using classroom observations to reflect on that teaching. Japanese teacher preparation programs teach Lesson Study as the way to implement education theories and national standards in daily practice. This symposium will explore how the basics of Lesson Study are introduced to prospective students by focusing on classroom observation. We will also examine how supporting teachers help prospective teachers learn how to collect critical data for assessing the impact of a lesson, as well as how to use that data to make formative assessments regarding the preparation of future lessons.

**Presentation 1**

### **Teacher Preparation at Fuzoku schools: How the basics of Lesson Study are introduced to prospective teachers**

*Akihiko Takahashi, Ph.D., DePaul University*

Each national university in Japan has its own network of affiliated schools, called Fuzoku Schools. Fuzoku schools are typically primary and secondary schools. The basics of Lesson Study are introduced at these university-affiliated Fuzoku schools. Prospective teachers then take the Lesson Study skills they learned at these Fuzoku schools with them when they spend the last year of their degree program including student teaching in public schools. This session will share the unique and critical roles of Fuzoku schools in Japanese teacher preparation programs. We will examine a detailed case study from a Tokyo Gakugei University-affiliated Fuzoku elementary school. This will lay the foundation for the following presentations which discuss how prospective teachers can use LessonNote to develop the classroom observation skills needed for Lesson Study.

**Presentation 2:**

### **An Analysis of Prospective Teachers' Skills for Monitoring the Process of Students' Problem Solving:**

#### **Comparing their LessonNote Records and the Final Observation Report**

*Yoshihisa Tanaka, Hirosaki University*

At Hirosaki University, prior to student teaching, the teacher preparation program includes classroom observation with the support of a methods professor. These supported observation lessons help prospective teachers learn how to assess individual students' problem solving skills. This presentation examines a case study on how prospective teachers develop these observations skills during an observation lesson. At first, the prospective teachers mainly took notes on the teacher's actions. However, as the observation lesson progressed, they gradually became aware and interested in how each student solved the given problem. In this way they realized the importance of assessing students individually in order to design powerful mathematics lessons.

Presentation 3:

**Changes of Prospective Teachers' Classroom Observation Notes using LessonNote during Student Teaching at Fuzoku School.**

*Kaori Nagayama, Setagaya Elementary School, Tokyo Gakugei University Affiliate*

During their third year of the teacher preparation program at Tokyo Gakugei University, prospective teachers go to a Fuzoku school to student teach. There, they learn how to collaborate with peers to critically analyze lessons by discussing the data they have collected. They also learn how to design and teach lessons based on their discussions. This is the first time prospective teachers experience a full cycle of Lesson Study firsthand. A case study was conducted to document how prospective teachers' classroom observation notes change over the course of three weeks and possible reasons why.