



# Using Lesson Study in Teacher Professional Development for Moral Education: Project Structure, Goals and Assumptions

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## PD for Moral Education: A Core Challenge

- Few teacher ed programs include moral ed in pre-service preparation (Schwartz, 2008 )
- Assumption that preservice preparation is addressed through best practices for general instruction (Narveaz and Lapsley, 2008)
- Teacher professional development for moral education typically involves a single session led by an outside expert and is largely ineffective (Penuel et al., 2007; Putnam & Borko, 2000).
- Current project builds from the success of an intensive year-long PD that provided on-going support for individual teachers
- Question: how to sustain professional growth and extend it to teachers throughout the district?

# Project Goals

- Provide teachers with knowledge about development of morality and social convention in early adolescence
- Provide teachers with knowledge and skills for construction and implementation of domain based lessons
- Empower teachers to take control of their own lesson designs and instructional procedures
- Empower teachers to serve as leaders for other teachers



# Project Strategy

- Provide teacher training to teacher leaders from each district middle school
- Provide basic preparation for knowledge about domain theory and development; basic knowledge of lesson design and classroom discourse
- Employ Lesson Study as primary vehicle for teacher professional development



# Participants

- 17 Teacher Leaders – One from each Middle School (grades 6-8) Oakland Unified School District
- 11 participating teachers across grades (1 teacher did not participate as research subject); 6 control teachers (Participants in Exploratory Lesson)
- 144 students in Lesson Study classes
- multi-racial; multi-ethnic - lower to working class SES





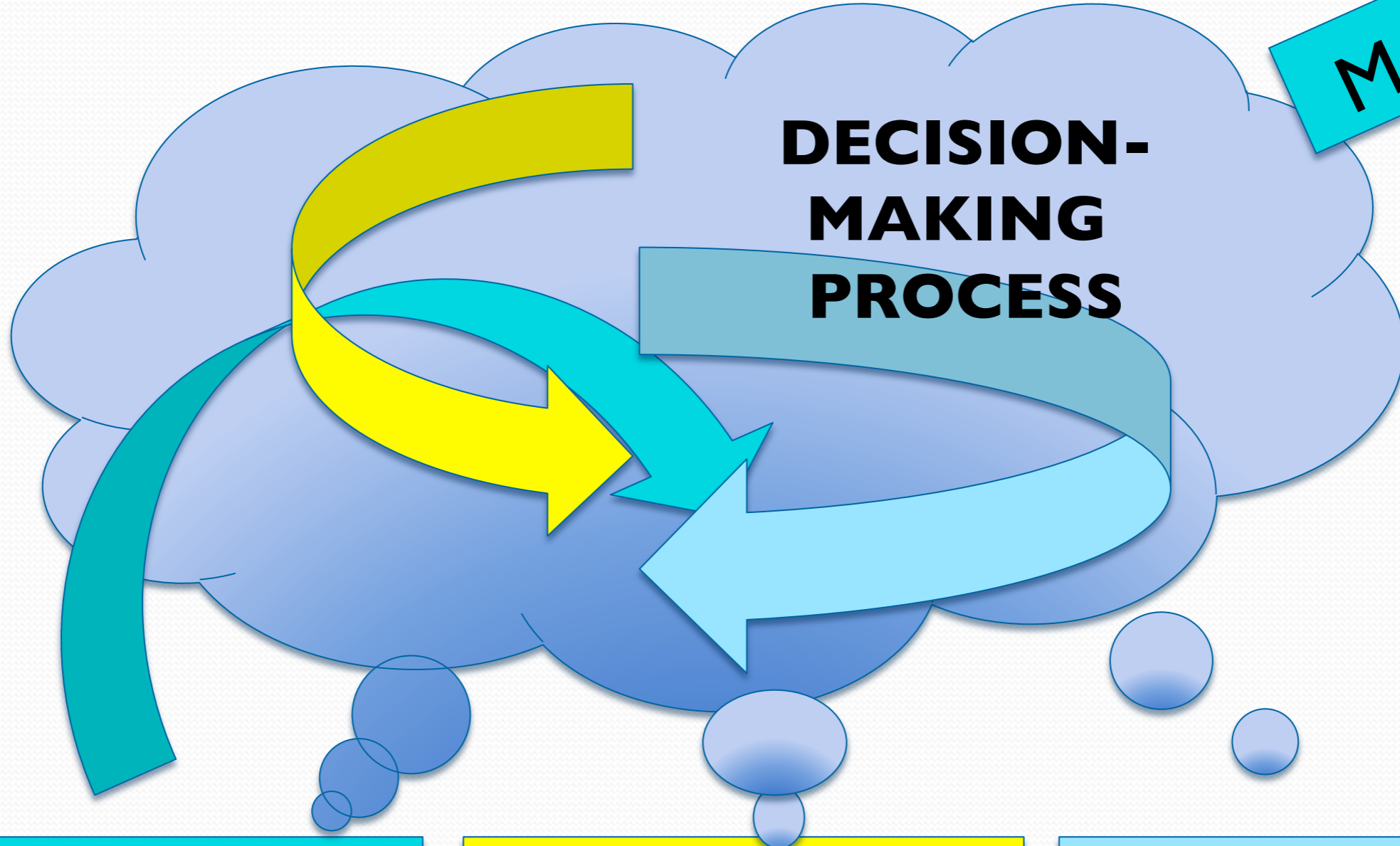
**Morality: Issues of harm, welfare, fairness, rights**



**Personal: Issues of choice privacy**

**Convention: Norms established by consensus or authority in the service of social organization functioning of social systems**





**Moral**

**DECISION-  
MAKING  
PROCESS**

**Moral  
concerns**

**Conventional  
concerns**

**Personal  
Concerns**

# Development Within Domains: Convention - (Turiel, 1983)

- Level 1 (Grades 5 – 6): Conventions from Authority Provide Social Order. People in charge make rules that preserve order. People who are not in charge should follow rules so that order is preserved
- Level 2 (Grades 7-9): Negation of Convention as Part of Rule System. Convention now seen as arbitrary and changeable regardless of rule. Conventions are “nothing but” social expectations and dictates of authority.
- Level 3 (Grades 8-10): Convention as Mediated by Social System. The emergence of systematic concepts of social structure. Conventions as constituent elements of social systems.



# Age Related Changes in Moral Reasoning (Nucci & Turiel, 2016)

- Level 1 (Grades 3-6): Simple/Straight Forward - evaluation of right/wrong based on salient moral elements
- Level 2 (Grades 6-9): Uncoordinated/conflicted - appreciation of moral ambiguity; unable to resolve or coordinate moral and non-moral concerns
- Level 3 (Grades 8-10): Coordinated - consideration and weighing of moral and non-moral aspects with resolution

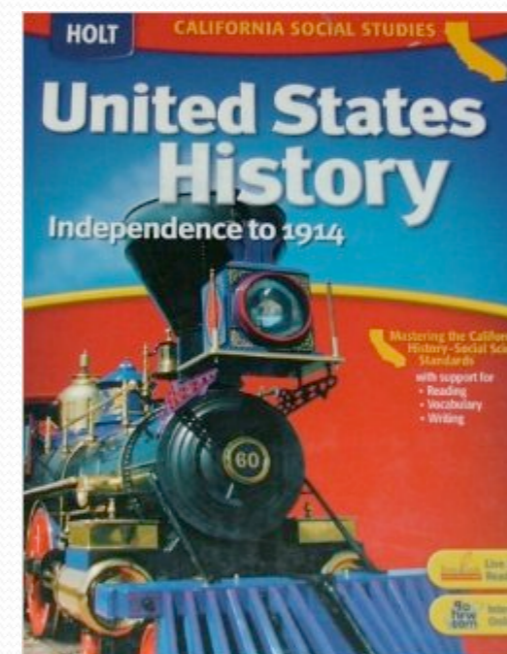
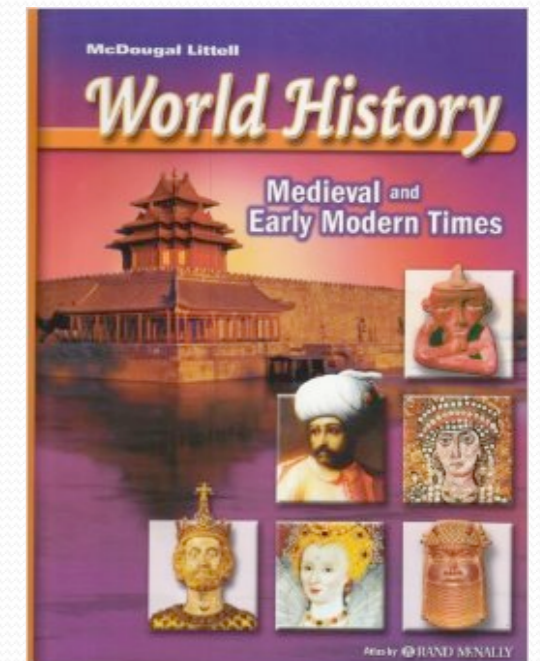
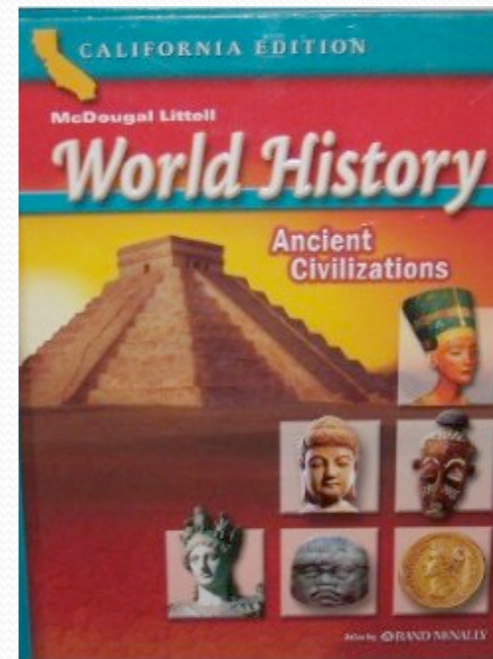
# Educational Principles

- Identify issues of morality, convention, personal and overlap within issues covered in regular curriculum 2 for 1 “Curriculum oriented moral education.” (Nucci et al., 2015; Schuitema, Dam & Veugelers” 2008)
- Frame classroom discussion, and written assignments in alignment with domain: **domain concordant**
- Foster **transactive student discourse** (Berkowitz & Gibbs) that fosters a pattern of “**conversational responsiveness**” in which the moral principles of equality are enacted through conversational acts (Laden, In press.)
- Combine with reflective written assignments



# Course Content

- 6th grade World History - Ancient Civilizations
- 7th grade World History - Medieval and early modern times
- 8th grade United States History



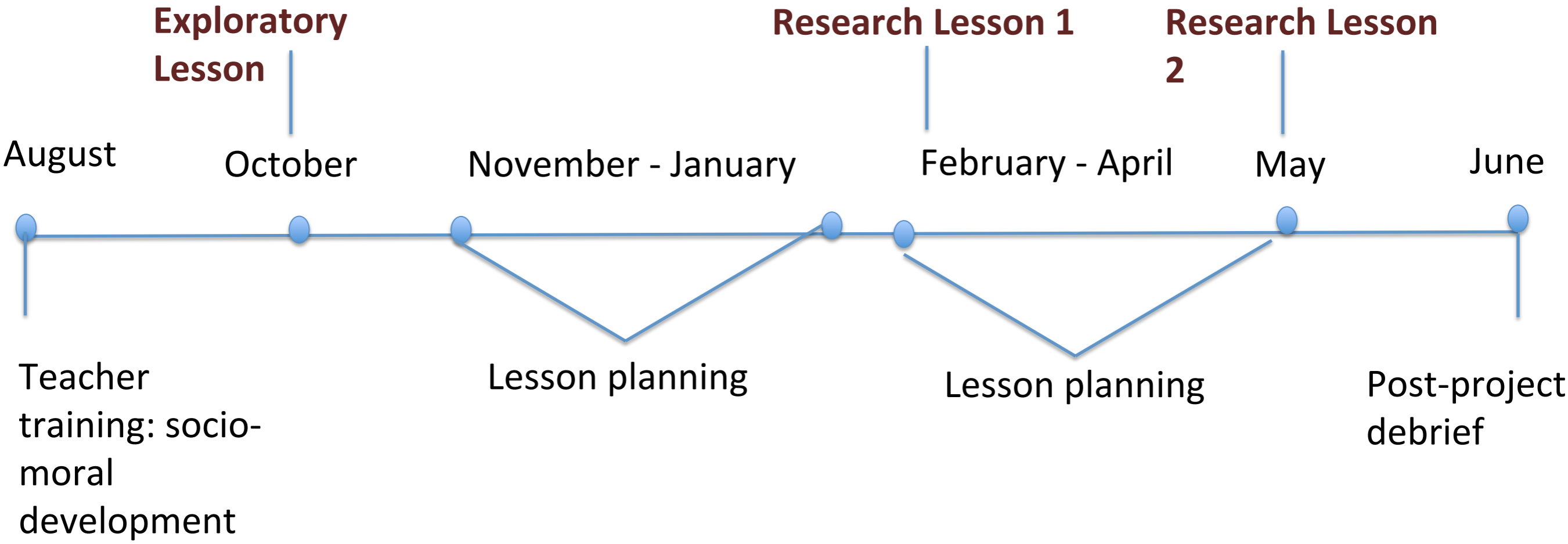
# Lesson Study

- Originated in Japan: Teacher based professional development
- Lesson study groups construct a “research” lesson; the group poses a set of “research” questions central to the goals of the teachers (e.g., did the lesson engage students in transactive discussion; did the students consider the social organizational function of the convention at the core of the lesson? )
- One member teaches the lesson; the others observe and take notes guided by their research questions
- Teachers re-group following the teaching of the lesson to discuss their observations and points of revision or improvement. The discussion is aided by an outside “expert”
- Teachers modify and improve the lesson

# Professional Development Process

- 2 Day In-service workshop prior to start of Fall Classes – DBME and Lesson Study
- Monthly Lesson Study Meetings – teachers in grade level lesson study teams of 3-4 teachers. Each team with 1 teacher from Study 1.
- DBME team members and teachers from Study 1 provide social development expertise
- Fall semester – Exploratory Lesson
- Spring semester – 2 Research Lessons





# Project Data and Assessments

- Video of all Lesson Study sessions
- Video of Exploratory and Research Lessons:
  - Introduction by instructor
  - Video of entire class for entire lesson
  - Video of small group discussion; hi and lo functioning students
  - Debrief with instructor and observing teachers and experts
- Teacher evaluations of project - questionnaire and focus group
- Assessments of teacher knowledge and efficacy
- Student evaluations of lessons and classes
- Assessments of student development

# Thank you

