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Title: Lesson Study: An Analysis of Past Implementations and Possible Integration into the Public Education System of the Commonwealth of Puerto Rico.

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Lesson study is a teacher professional development model in which a group of teachers work collaboratively to plan a lesson, observe the lesson in a classroom with students, and analyze and discuss the student work and learning in response to the lesson. Lesson study concentrates on directly improving the education setting. It takes into regard the complexity of teaching and positively impacts school cultures. Furthermore, accountability is reinforced in every teacher through the use of collaborative examination to gage what strategies best work to increase student performance. For these very reasons, the lesson study model (LSM) has become widespread throughout the world.

This research analyzed the implementation of the LSM in three international and three domestic settings, paying special attention to the policy mandates necessary to implement and promote lesson study. The aim was to provide an effective guideline for the successful implementation of the LSM in the Commonwealth of Puerto Rico. A three stage policy implementation model has provided the framework for this examination. stage 1. mandates; stage 2. inducements; stage 3. capacity building. The research argues that the settings which best implemented lesson study provided an efficient disbursement of funding and organizational support to the districts who mandated lesson study. The research also suggests that Puerto Rico's recent economic situation and federal grant eligibility issues could severely

limit the amount of organizational support necessary to fully integrate the lesson study model. However, Puerto Rico can mitigate the funding dilemma with the use of more inclusive federal grant opportunities, particularly those awarded by the Every Student Succeeds Act, and improved statewide guidelines for implementing lesson study.