

## Catherine Carol Lewis, Ph.D.

### PROFESSIONAL PREPARATION

Harvard University	Social Psychology	B.A., 1972
Stanford University	Developmental Psychology, Minor: Japanese	Ph.D., 1979
Harvard University	Postdoctoral: Educational Field Study Methods	1978-79
Duke University	Postdoctoral: Policy Studies	1979-1980

### APPOINTMENTS

1999-present	Distinguished Research Scholar, Mills College Education Dept., Oakland, CA
6-9 2003	Visiting Professor, Tokyo University School of Education.
1988 - 1999	Director of Formative Research, Developmental Studies Center, Oakland, CA
1981 - 1996	Adjunct Assistant to Associate Professor and Research Psychologist, Departments of Pediatrics and Psychiatry, University of California, San Francisco
1980 - 1981	Congressional Science Fellow, Legislative Staff to the Senate Subcommittee on Child and Human Development
1979 - 1980	Chief Staff, Governor's Task Force on Mental Health, North Carolina
1972 - 1974	Researcher and Translator, Japan Research Institute (Nihon Sougou Kenkyuujou), Tokyo, Japan

### 5 CLOSELY RELATED PUBLICATIONS

2008	Perry, R. & Lewis, C. What is successful adaptation of lesson study? <i>Journal of Educational Change</i> , 9: in press.
2006	Lewis, C., Perry, R. & Murata, A. How Should Research Contribute to Instructional Improvement? The Case of Lesson Study. <i>Educational Researcher</i> , 35:3, 3-14.
2006	Lewis, C., Perry, R., Hurd, J., & O'Connell, M.P. ). Lesson study comes of age in North America. <i>Phi Delta Kappan</i> , 88:4, 273-281.
2000	Linn, M., Lewis, C., Tsuchida, I., & Songer, N.B., Beyond fourth grade science: Why do US and Japanese students diverge?, <i>Educational Researcher</i> , 29:3, 4-14.
1997	Lewis, C. & Tsuchida, I. Planned educational change in Japan: The shift to student-centered elementary science. <i>Journal of Education Policy</i> , 12:5, 313-331.

### 5 OTHER SIGNIFICANT PUBLICATIONS

2002	Lewis, C. Lesson Study: A Handbook of Teacher-Led Instructional Change. Philadelphia: Research for Better Schools.
------	--

- 2002 Lewis, C. Tsuchida, I. Coleman S. "Creation of Japanese and U.S. Science Textbooks: Different Processes, Different Outcomes" in Gary DeCoker (Ed), *National Standards and School Reform in Japan and the United States*, New York: Teachers College Press.
- 2000 Daniel Solomon, Victor Battistich, Marilyn Watson, Eric Schaps, & Catherine Lewis. A Six-District Study of Educational Change: Direct and Mediated Effects of the Child Development Project. *Social Psychology of Education*, 4:1, 3-51.
- 1998 Lewis, C., & Tsuchida, I. A lesson is like a swiftly flowing river: Research lessons and the improvement of Japanese education. *American Educator*, Winter, 14-17 & 50-52.
- 1995 Lewis, C. *Educating hearts and minds: Reflections on Japanese preschool and elementary education*. New York: Cambridge University Press.

#### SYNERGISTIC ACTIVITIES

- 1999-2008 Consultation and/or evaluation of lesson study in diverse sites across U.S., including 8 sites where lesson study has been sustained by local practitioners for 6 or more years.
- 2003 Website: [www.lessonresearch.net](http://www.lessonresearch.net) published in 'Essential Websites for 21st Century Educational Leaders' by Scarecrow Education Academic Press.
- 2001-05 Development and dissemination of 6 videos that highlight elementary mathematics and science teaching strategies and lesson study in US and Japanese classrooms. These videos have been widely used in preservice education, by groups initiating lesson study throughout the US, and online. They include "How Many Seats?" (30 min, 2005); "Can You Find the Area?" (47 min; 2003); "To Open a Cube" (49 min; 2003); "Can You Lift 100 Kilograms?" (18 min, 2001); The Secret of Magnets?" (16 min, 1999); and "The Secret of Trapezes" (16 min, 1999) Segments can be viewed at [www.lessonresearch.net](http://www.lessonresearch.net)
- 2001 "Frequently Asked Questions on Lesson Study." (Video, 28 min.) in the 53-min. videotape "Three Perspectives on Lesson Study." Produced by the UC Office of the President, used in LessonLab online course on lesson study.

#### COLLABORATORS IN PAST 48 MONTHS

Ruth Cossey, Mills College, Oakland, CA; Helen Doerr, Syracuse University; Clea Fernandez, Teachers College, Columbia University, NY; Lynn Goldsmith, EDC; Jacqueline Hurd, San Mateo Foster City School District (CA); Marcia Linn, University of California, Berkeley, School of Education; Rebecca Perry, Mills College, Oakland, CA; Akihiko Takahashi, DePaul University; Ryoko Tsuneyoshi, University of Tokyo; Phil Tucher, Mills College, Oakland, CA; Patsy Wang-Iverson, RBS, Philadelphia; Makoto Yoshida, Global Education Resources.

#### GRADUATE AND POSTDOCTORAL ADVISORS

Eleanor Maccoby, Stanford University; Robert LeVine, Harvard University; William Bevan, Duke University

#### THESIS AND POSTDOCTORAL ADVISEES (8)

Motoko Akiba (University of Missouri), Elizabeth Baker (Mills College), Barbara Dries (Samuel Merritt College), Noriko Katada (Japan); Betsy King (Mills College), Stephanie Sisk-Hilton (UC Berkeley), Aki Murata (Stanford), Ineko Tsuchida (San Jose State University, CA), Shelley Friedkin (Mills College).