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**Cheryl D. Schwiethale** ([cds04a@acu.edu](mailto:cds04a@acu.edu)), ACU Box 28012, Abilene, TX 79699-8012. *Japanese Lesson Study: A Process to Build and Foster Communities of Practice Dedicated to the Professional Development of Mathematics Teachers.*

This presentation highlights the process of lesson study implemented by university mathematics faculty as a means of building communities of practice among educators in K-16 schools. Lesson study, a Japanese professional development model, requires that "practitioner" teachers become researchers who collaboratively spend an extensive period of time setting goals, consulting higher education faculty, planning a unit and research lesson, observing the teaching of the research lesson, gathering data pertaining to student learning, and revising the research lesson to deepen student learning of a difficult concept (Stigler & Hiebert 1999, Lewis 2002, Takahashi & Yoshida 2004). Outcomes from lesson study consist of teachers' growth of mathematical knowledge, pedagogical knowledge, and knowledge of students' learning of mathematics as illustrated by past and current lesson studies conducted in Abilene, Texas, funded through the Texas Teacher Quality Grants Program. The presentation focuses on a local middle school whereby teachers and principal indicated the desire to form a community of practice with mathematics and education university faculty whose role is to implement lesson study on site at their school supported by online technological tools such as blogs and web-conferencing. (Received July 01, 2008)