

ORIGINAL ARTICLE

The Practices and Challenges of Teacher Educators' Professional Development through Lesson Study: Focus on Oromia Colleges of Teachers Education

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Abstract

Teachers' professional development is the core of educational improvement. Thus, the main purpose of this study was to assess the practices and challenges of teacher educators' professional development through Lesson Study in Oromia colleges of teacher education. To this effect, descriptive survey method was used. Teacher educators, academic vice deans, stream heads and lesson taught were the main sources of data. Cluster sampling, simple random and purposive sampling techniques were used. Questionnaire, interview and observation were the main tools of data collection. Quantitative data were analyzed using SPSS version 23 and descriptive statistics such as percentage and mean values. Qualitative data were analyzed using coding, thematic and verbatim quotes. The study depicted the existences of limited practices of Lesson Study with inadequate knowledge, skills and experiences in the colleges of teacher education. However, the existed practices of Lesson Study had enhanced teacher educators' content knowledge and pedagogical skills, encouraged teacher educators' peer collaboration and provided teacher educators' insight into students' learning. Yet, the practices of Lesson Study had been challenged by teacher educators' traditional teaching practices and attitudes, knowledge and skill gaps, lack of efforts to scale-up and the lack of commitment, encouragement and supports needed. In conclusions, the practices of Lesson Study in the colleges of teacher education had been most often superficial and challenged with predominance of traditional classroom pedagogy and attitudes. Therefore, colleges of teacher education should move from limited, premature, and surface implementation features of Lesson Study to knowledge and skill based expertise with collaborative attitudes as a means to support and promote better teaching and learning. Among the study's recommendations, changing the traditional teaching practices and attitudes, strengthening peer collaboration and scaling-up the existing limited practices of Lesson Study could be mentioned.

Key words: Lesson study, research lesson, studygroup, teachers' professional development

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INTRODUCTION

Background of the Study

Education is a key to nation building. The quality of education to a great extent depends on the professional competence of teachers. Accordingly in Ethiopia, there has been a paradigm shift in how teachers are trained and expected to play their professional roles and responsibilities. In this regard, the Ethiopian Education and Training Policy (1994), acknowledges the need for professionally competent teachers to move the country forward in the direction of the national educational objectives. The professional competence of teachers in the school is turn, influenced by professional quality of teacher educators. Thus, teacher educators are placed at the very center of educational development.

In Ethiopia, teacher educators are considered at the forefront of educational initiatives and innovations. Accordingly, among actions to professionalize the teacher educators one is focused on the continuing professional development. The continuing professional development (CPD) of teachers is viewed as vital to maintain and enhance the quality of the achievement of the educational mission. Besides, teacher educators are required to belong to an active learning community with shared professional interests and commitments. Further, teacher educators are also required to model in the establishment of a system and culture of CPD through diverse routes and in accordance with principles of lifelong learning (TESO, 2003).

Current researches suggests that providing intensive, content-rich, and collegial learning opportunities for teachers can improve both teaching and student learning (Suratno, 2013). Teacher education institution that support teachers with well-designed and rich professional development, help teachers to create the same types of rigorous and engaging opportunities for students-a foundation for

student success in school and beyond (Ferreira, & Ono, 2010, Gulamhussein, 2013 & Harwell, 2001). Similarly, Craig, H. & et al. (1998) noted that educational institution based on CPD is one of the effective ways of improving education as far as teaching is concerned, as it targets self development, group and eventually institutional development.

Thus, professional development can no longer just be about exposing teachers to a concept in a one-time workshop, seminar or giving teacher's basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases in student learning in and outside classroom (Gulamhussein, 2013).

Further, the traditional teacher professional development approaches delivered in the form of workshops, seminars, conferences or courses have been criticized by many researchers as being brief, fragmented, incoherent de-contextualized and isolated from real classroom situations (Reimers, 2003). The rise of constructive approach to learning coupled with criticism of traditional teacher professional development efforts lead to an alternative paradigm of professional development like Lesson Study (Dudley, 2014). Lesson Study can apply at all levels to learning, teaching, curriculum development, assessment, teacher education and school leadership (Dudley, 2014). It is a professional development activity that is characterized as classroom-situated, context-based, learner-focused, improvement-oriented and teacher-owned. It is also collaborative and resource effective (cost, labor and time). These features of Lesson Study match the principles of high quality professional development (Reimers, 2003).

Further, in lesson study teachers work together, learn about, try out, and reflect on new practices in their specific context, sharing their individual knowledge and expertise. Thus, teachers serve as support groups for one another in improving practice. The assumption is collective work in trusting environments provides a basis for inquiry and reflection, allowing teachers to raise issues, take risks, and address dilemmas in their own practice. Change occurs as teachers learn to describe, discuss, and adjust their practices according to a collectively held standard of teaching quality. The process of learning with colleagues in small, trusting, supportive groups makes the difference (Little, 2003 Cited in Darling-Hammond, 2009).

Lesson Study became popular in Japan after the 1960s. Recently, it is a form of professional development favored by teachers in many parts of the world; such as in Singapore, China, Indonesia, Britain, United States, Sweden and Canada (Dudley, 2011). Lesson Study has been used successfully in these countries not only to improve teachers' professional competence but also curriculum, pedagogy and students achievement (Lewis & Tshuchida, 1998).

Likewise in Ethiopia, in order to promote teacher educators' professional development and reach the school teachers, Japan International Cooperation Agency (JICA) has introduced Lesson Study to Oromia Colleges of Teachers' Education since 2008. Though, domestic studies are hardly existent in the area, lesson study has not been observed flourishing in many teacher education colleges of the region. Thus, in order to obtain the most educative value of Lesson Study in Oromia teacher education colleges, early intervention is needed. This calls for the study. Therefore, this study was intended to assess the practices and challenges of teacher

educators' professional development through lesson study in Oromia Colleges of Teacher Education.

Statement of the Problem

Teachers' professional development is the core of educational improvement. Accordingly, many scholars would agree with the idea that school based professional development mainly actual classroom practice is a highly powerful means of fostering effective teachers' professional competence (Fernandez, 2002). Certainly, the growing number of professional development efforts that focus on teachers' carefully examining and analyzing classroom practice is evidence to this consensus. Professional development that focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content has strong positive effects on practice (Darling-Hammond and Nikole Richardson, 2009).

Lesson study embodies many of the features of high quality of teachers' professional development. It involves teachers in active learning about content, is driven by data and goals, and is sustained, intensive, collaborative, and practice-based (Caena, 2011). At the center of the lesson study process are actual classroom lessons that provide opportunities for teachers to immerse themselves in a cycle of instructional improvement focused on planning, doing, observing, and revising (improving) "research lessons" (Lewis & Tshuchida, 1998). Thus, lesson study places teachers' role as researchers in their classrooms through a teacher-led process of professional development (Lewis, 2002).

Therefore, Lesson Study is built on the premise that the best way to improve education is to get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them. Teachers who engage in Lesson Study undertake a cycle

of activity together intended to investigate and improve a specific aspect of classroom technique so that students' learning and progress improves because pedagogy is better designed and delivered. Besides, one of the most popular long-term professional development activities is *peer observation of peers and sharing practice* (Caena, 2011). Lesson Study enable teachers to refine individual lessons, consult with other teachers and receive feedback based on colleagues' observations of their classroom practice, reflect on their own practice, learn new content and approaches, and build a culture that emphasizes continual improvement and collaboration (Craig, et al. 1998). As to Dudley (2015), lesson study has the following unique merits over the other means of professional development.

- (i) Lesson Study opens the '*black box*' of the classroom. This is because it provides teachers with '*new eyes*' that can observe and see in great detail the micro-level, inter-relationships between their students' learning and their own teaching – and vice versa. It also gives teachers new eyes to observe their practice and its effect on students' learning allowing them to develop more effectively and more swiftly. This improves their teaching.
- (ii) The collaborative, shared endeavor of Lesson Study creates 'safe' motivating spaces for teachers to take risks and learn together from their joint 'seeing and understanding' of their students and lessons. This helps teachers to develop new theories and understandings about how their students are learning that lead to lasting improvements in their students' achievement and in their own subsequent teaching.
- (iii) Lesson Study organizes the known components of effective teacher professional learning in such a way

that it gives teachers collective access to their normally invisible goldmines of tacit practice and pedagogical content knowledge.

In Ethiopia, as far as the researchers experiences concerned lesson study has not yet well integrated into teachers' professional development. In fact, the idea is consistent with the current trend towards school-based professional development, reflective and collaborative learning in schools (peer-to-peer professional learning strategy/one to five team). It values teachers as professionals and allows them to use their collective talents, efforts and experiences to enhance student achievement.

Lesson study has been introduced to Oromia's CTEs with three main expectations. First, Lesson study was considered to be vital tool for teacher educators' 'themselves as a means of professional development. Second, teacher educators were also expected to use Lesson study in training school teachers'. Third, teacher educators' were also expected to serve as role model in practicing Lesson study to the would be teachers. This in turn, expected to strengthen team and collegial work, use of collaborative talents, knowledge, skills and experiences among school teachers. However, as far as the experiences of researchers concerned none of these benefits were well observed in the CTEs.

Thus, in Oromia, Lesson study lacks a strong research base to support teachers' professional development. However, it is supported by a strong theoretical foundation and go along with what scholars in teacher professional-development are calling for improving educational quality. Now, it is rational to conduct study in the area so as to obtain the intended benefit of Lesson Study in Oromia CTEs. It is also

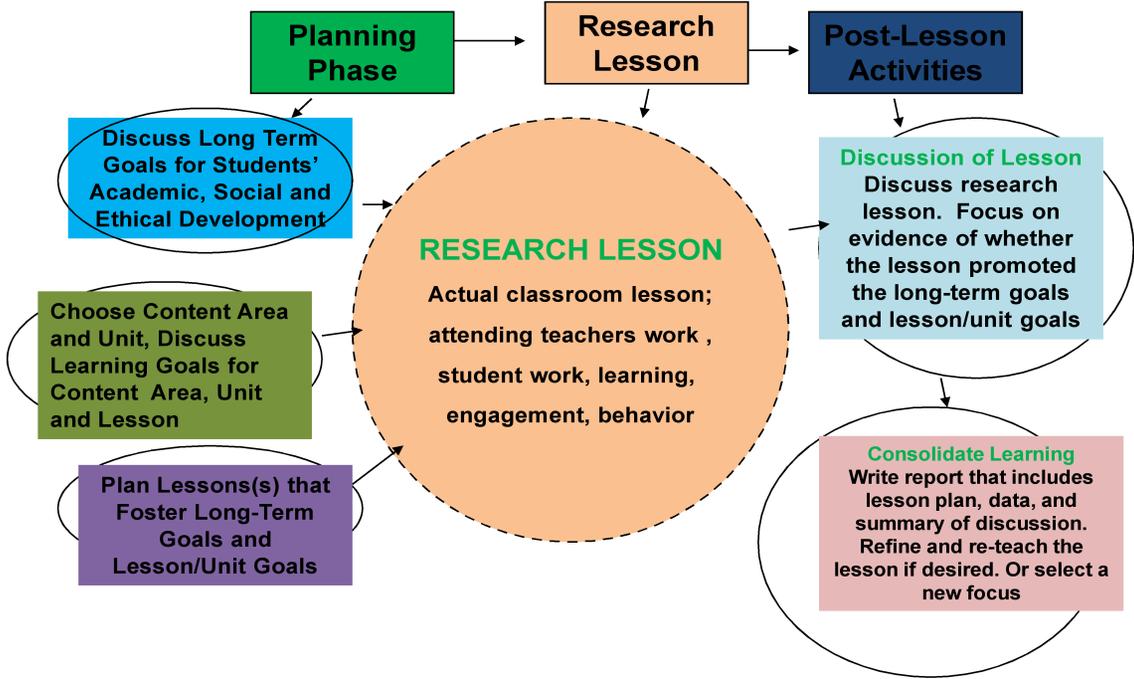
vital to refocus the attention of Regional Education Bureau, CTEs leaders and teacher educators in the classroom, in ways that it leads to teacher educators' professional development and improve students' achievement. Therefore, this study was designed to assess the practices and challenges of teacher educators' professional development through Lesson Study in Oromia Colleges of Teacher Education.

Theoretical Framework Supporting Lesson Study- Constructivism

According to Rock & Wilson (2005), the theoretical foundation that supports the use of the Lesson Study as a potential means for teacher's continuous professional development is constructivism. Primarily, constructivism asserts the social nature of knowledge and the belief that knowledge is constructed through social interaction, negotiation, discourse, reflection, explanation and is a shared rather than an individual experience. Thus during the Lesson Study process, professional collaboration occurs as teachers of various levels of experience work together in groups to study their practice and communicate in their field of study through the implementation of a research lesson (Rock and Wilson, 2005).

Second, constructivism states that knowledge acquisition is improving teaching through lesson an adaptive function designed to organize one's experiences (Rock and Wilson, 2005). Therefore, teachers should be confronted with problems or discrepant events that motivate them to seek, test, and assess answers within socially collaborative environments. Teachers focus the Lesson Study around problems in their practice that they are motivated to resolve. A third principle of constructivism relates that knowledge is the result of active mental processing by the individual in a social environment (Cobb & Yackel, 1996; Prawat, 1996). Therefore, as teachers work through the Lesson Study process, there are multiple opportunities for them to reflect on their experiences, analyze, evaluate their understanding, create action steps, and share understandings with other teachers. These principles of social constructivism underlie lesson study and validate why each step of the Lesson Study process is important to bring about increased professional knowledge, skills and experiences of teachers (Rock and Wilson, 2005). This can be supported by conceptual model below (Clewis, 2011).

Lesson Study Conceptual Model (Clewis, 2011)



Basic Research Questions

In assessing the practices and challenges of teacher educators' professional development through Lesson Study in Oromia Colleges of Teacher Education, the study would answer the following basic research questions.

1. How far Lesson Study was practiced in Oromia colleges of teacher education?
2. What were the contributions of Lesson Study to teacher educators' professional practice in Oromia CTEs?
3. What were the major challenges of teacher educators' to implement Lesson Study in Oromia CTEs?
4. What supports would be needed to implement Lesson Study successfully in Oromia CTEs?

Objectives of the Study

General Objective: - The study was intended to assess the practices and challenges teacher educators' professional development through Lesson Study in Oromia Colleges of Teachers Education. Specific Objectives: The specific objectives of the study were:

- To identify the extent to which Lesson Study has been practiced in Oromia Colleges of teacher education as a means for teacher educators' professional development.
 - To examine the major contributions of Lesson Study on teacher educators' professional development in Oromia colleges of teacher education.
 - To find out the major challenges of teacher educators in the implementation of Lesson Study in Oromia colleges of teacher education.
- To differentiate the support required for effective implementation of lesson study in Oromia colleges of teacher education
 - To suggest ways or means by which Lesson Study would be effectively used as a means for teacher educators' professional development in Oromia colleges of teacher education.

Significances of the Study

Lesson Study is most likely newly flourishing form of teachers' professional development in the country. Thus, this study is vital to help practitioners understand the core principles of Lesson Study so that they can move towards richer and more sustainable lesson study practice. It also affords teacher educators opportunities to develop professionally taking the educative value of lesson study. Further, the study is valuable to provide concrete ideas for how to structure, organize, implement and overcome challenges of lesson study as a tool for teachers' professional development. Specifically, the findings of the study would be significant in the following ways.

- To raise the awareness of teacher educators on the practice of lesson study as a means for their own professional development.
- To support teacher educators' instructional practice using lesson study.
- To strengthen teacher educators' team and collegial work, use of collaborative talents, knowledge, skills and experiences in the CTEs.
- To help teacher educators' practice of lesson study for in-service teachers training as vital means of school based teachers' professional development in their schools.

- To inform colleges' administrative bodies areas of support in the implementation of lesson study as a tool for teacher educators' professional development in the colleges.
- To serve as a springboard for conducting further and detailed research in the area of lesson study as a means for school based teachers' professional development.

METHODS AND MATERIALS

Research Design

In order to assess the practices and challenges of teacher educators' professional development through Lesson Study in Oromia Colleges of Teacher Education, descriptive survey design was used. The survey conducted was cross-sectional for the data were collected at one point in time. Survey design also helps to describe and interpret the current conditions that exists, opinions that are held, processes that are going on or trends that are developing (Best & Kahan, 2003). In so doing, both quantitative and qualitative data were used to achieve the intended objectives of the study.

Data Sources

The sources of data for the study were Oromia Colleges of Teacher Education. Within the colleges; teacher educators, academic vice deans, stream heads and classroom lesson taught were used as a sources of data. More specifically, four colleges of teacher educations, one hundred and thirty-two teacher educators, four vice academic deans and four education stream heads of the colleges as well as four Lesson Study

classrooms were the main sources of data for the study.

Samples and Sampling Techniques

The study employed multistage sampling, simple random and purposive sampling techniques. In multistage sampling; primarily, cluster sampling was used in order to identify those sample colleges that would be selected as a source of data. This was done by grouping colleges of teacher education in the region into three main clusters. Then, those colleges which were used as a sample determined using proportional allocation method. Finally, out of twelve CTEs', four were selected as sources of data randomly which accounted about 33% of the CTEs'. Simple random sampling technique was also used in order to select those teacher educators who were included in the study. This had been done using lottery method. Thus, out of 255 teacher educators 132 (51.8%) of teacher educators within selected CTEs' were used as a sample to provide the required data for the study. Purposive sampling was used for selecting education stream heads and vice academic deans in the sampled CTEs' due to the position they hold in the area. Besides, one lesson study group in each sampled CTE's was observed for obtaining pertinent data on purposive basis.

Data Collection Instruments

In order to seek adequate answers for the research questions, both quantitative and qualitative instruments of data collection were used. These instruments consisted of questionnaire, interview and observation. Questionnaire was used to secure quantitative data whereas observation and interview were used to obtain qualitative data. Qualitative instruments were used because of the nature of some of the research questions and the intent of the researchers to gain an in-depth understanding of the lesson study process and its meaning for teachers through their

own voices and words (Creswell, 1994). Multiple instruments were employed to strengthen and counter check the data collected through other instruments.

Questionnaire was prepared and administered by the researchers for those sampled teacher educators in the colleges in face to face situations. Interviews were held with vice academic deans and education stream head of the sampled CTEs'. This had been done using guided interview questions. Observation was another instrument used to obtain classroom based data for the study. Observation was conducted because Lesson Study focuses on what actually happens among the teams or group members working together and demands actual observation of the practice of teaching. Although it makes sense that the observation of actual classroom instruction should be the foundation for instructional improvement (Lewis, 2002). Thus, direct observation of one lesson study followed by post observation discussion was used to draw data in each sampled CTE's.

Data Analysis

Quantitative data collected through close-ended questionnaire were analyzed using SPSS version 23 and descriptive statistics such as percentage and mean values

followed by pertinent explanations or descriptions. Besides, qualitative data obtained through observations using checklists and interview guides were analyzed using coding, thematic and verbatim quotes and used to supplement and explain quantitative data whenever necessary. Based on the collected data; analysis, interpretation and discussion were made to reach at a certain findings of the study. Finally, based on the results conclusions and recommendations were made.

RESULTS AND DISCUSSIONS

Respondents Background Information

In order to obtain respondents background information such as stream/department, qualification, and professional experiences as teacher educator were made a part of the questionnaire. The results were summarized in table 1 below.

Table 1: Respondents' Stream, Qualification and Professional Experience

	Item	Respondent in		Cumulative Number	Cumulative Percent
		No.	%		
Stream	Education	34	25.8	34	25.8
	Natural Sciences	54	40.9	88	66.7
	Social Sciences	16	12.1	104	78.8
	Languages	28	21.2	132	100
Qualification	Ph.D	-	-	-	-
	MSC/ MA	87	65.9	87	65.9
	BSC /BA	39	29.5	126	95.4
	Diploma	2	1.5	128	96.9
Professional experience as a teacher educator	Missing	4	3	132	100
	0-5 years	13	9.8	13	9.8
	6-10 years	51	38.6	64	48.4
	11 and above years	68	51.6	132	100

The first item in Table 1, depicts the stream of the respondents in each sampled CTEs'. Accordingly, 34(25.8%), 54 (40.9%), 16 (12.1%) and 28 (21.2%) were from Education, Natural Sciences, Social Sciences and Languages streams respectively. This indicates that all streams had participated in responding to the questionnaires. Thus, it could be said that the existence of the representative sample from each stream of the colleges would contribute to obtain clear picture of the practices and challenges of Lesson Study in the colleges of teacher education understudy. The second item in Table 1, reveals qualification of the respondents where, 87(65.9%), 39 (29.5%), and 2 (1.5 %) have

MSC/MA/, BSC/BA/, and Diploma respectively. None of the respondents possess PhD. In this regard, the guiding charter of the region demands in all colleges of teacher education 60% of teaching staff should possess MSC/MA and 40% BSC/BA/. Seen against the guiding charter, teacher educators in the colleges understudy meet the required standard in the region. The implication is that all teacher educators in the colleges understudy might be well aware of the need for professional development of one form or another for themselves and for school teachers.

The third item in Table 1, shows professional experiences of the respondents

as a teacher educator. In this regard, the majority of respondents 68 (51.6%), have teaching experiences for eleven and more years. Besides, 51 (38.6%) of respondents have served from six to ten years. The remaining 13 (9.8 %) and 12 (17%) have served from zero to five years. Thus, significantly high proportions of teacher educators' (92%) in the studied colleges of teacher education have served for more than six years as teacher educators. In this regard Cerbin, & Kopp (2006), argued that the professional growth of teachers will take place through increasing insightful years of service in educational institutions working with students and colleagues. It enables teachers to practice different teaching skills and to integrate new knowledge and skills with current practice. Thus, it is likely that teachers in the studied colleges of teacher education have good opportunity to know well one another and to work together.

The Practices of Lesson Study in Oromia Colleges of Teacher Education

In order to find out the extent to which Lesson Study had been practiced in the studied CTEs' various questions were raised to the respondents. Hence, the results were summarized in the following tables as follows. Primarily, respondents were asked whether lesson study had been introduced into the CTEs' as a means for teacher educators' professional development or not. The results were summarized in table 2 below.

Table 2: Whether lesson Study was introduced into CTEs' or Not

Is lesson study introduced to your CTE?	Frequency	%
Yes	105	79.5
No	27	20.5
Total	132	100

As revealed in Table 2 above, the majority of respondents 105 (79.5%), said lesson study has been introduced to their colleges of teacher education as a means for teacher educators professional development. In contrast, 27 (20.5 %) of the respondents said lesson study had never been introduced into their colleges of teacher education. Besides, the interviewed academic vice deans and education stream head of the sampled CTEs had confirmed the introduction of lesson study in to their colleges of teacher education as a means for teacher educators professional development. Researchers had also

observed lesson study classrooms in the CTEs'. The evidences indicated that Lesson Study had been introduced into Oromia Colleges of teacher education as a means for teacher educators' professional development.

Further in order to get clear information about the introduction of lesson study into Oromia Colleges of teacher education as a means for teacher educators' professional development respondents were asked to specify the time of introduction. Thus, they were given alternatives from which they could select one. The results were summarized in table 3 below.

Table 3: When was Lesson Study introduced to your CTEs

When was lesson study introduced to your institution?	Frequency	%
One to two years	36	27.3
Three to four years	37	28.0
Before four years	59	44.7
Total	132	100

As depicted in Table 3, of the respondents 37 (28 %), said Lesson Study was introduced in to their CTEs' as a means for teacher educators professional development three to four years. Almost equal number of respondents 36 (27.3%) said Lesson Study was introduced into their CTEs' one to two years. In similar manner, 59 (44.7%) of the respondents said that Lesson Study was introduced to their CTE before four years. Such being the case, one fact remained true. Though there was time gap, 108 (81%) of the respondents said that Lesson. Study was introduced in to Oromia CTEs'

as a means for teacher educators professional development before a year. Thus, in every case, the data revealed that Lesson Study has been introduced into the studied CTEs as a means for teacher educators' professional development before a year.

Based on the evidence obtained respondents were asked to indicate their status in the practices of lesson study as a means for their own professional development.. Thus, the results were summarized in table 4 below.

Table 4: The status of teacher educators in Lesson Study

Where are you with lesson study now?	Frequency	%
Just heard of the innovation	48	36.4
Know enough to try it out	28	21.2
Fully implementing and working on making it better	38	28.8
Ready to work on helping others so that it becomes culturally embedded in our practice	18	13.6
Total	132	100

As shown in Table 4, some of the respondents 38 (28.8%), argued that they have fully implementing and working on making Lesson Study better. Again, about 28 (21.2%) of the respondents said that they know enough about Lesson study and they tried it out. Besides, 48 (36.4 %) of the respondents argued that they have just heard of the innovation of Lesson Study as a means for their professional development. The rest 18 (13.6%) of respondents, said they were ready to work on helping others so that it becomes culturally embedded in their practice. From the response, it could be observed that most of teacher educators either just have heard of the innovation or know enough to practice Lesson Study as means for their own professional development.

Besides, the academic vice deans and education stream head of the sampled CTEs were asked about When? How? Why? of Lesson study introduction. Then, one of the CTEs' academic vice dean said that:

Most of teacher educators in my CTE just have heard of the innovation of Lesson Study as a means for teachers' professional development. But, they didn't try or practice it. We tried to arrange peer to peer classroom observation. They were voluntary to be observed, but after so many ups-and-downs that it became practical. Some others were completely never voluntary to be observed. The reason was they were accustomed to teach closing their door.

Another CTEs' education stream head said that:

Last year only one department tried Lesson Study. Then, we found that it was rewarding. This year, improvements have been observed for many groups have shown interest to practice Lesson study. This was because the college encouraged and organized peer observations so that teachers could observe lessons in one another's classrooms and debrief together.

Finally, another college of teacher education stream head also said that:

Your research questionnaire has set in motion the practice of lesson Study in our CTE. Teacher educators' who had participated in filling the questionnaire were started to engage in Lesson Study that had been non-existent prior to your data collection.

In sum, the data obtained both through questionnaire and interview conform that Lesson Study was introduced into Oromia CTEs' understudy as a means for teacher educators' professional development with limited practices.

Further, in order to investigate the extent to which Lesson Study had been practiced in Oromia CTEs' respondents were requested to indicate their response on a given Likert Scale extending from "never (1)" to "always (5)". Accordingly, for the purpose of analysis the average value 2.50 in the rating scale was used. Thus, the mean values were interpreted: less than 1.67 where Lesson Study had not been significantly practiced, 1.67-3.34 where Lesson Study had been practiced to some extent and greater than 3.34 where Lesson Study had been significantly practiced in the CTEs'. Thus, the results were summarized in table 5 below.

Table 5: The extent to which Lesson Study is practiced in Oromia CTEs’

How often:	Frequency and Percentage										Total Frequency	Total % Percent	Mean value
	N	%	R	%	SS	%	M	%	A	%			
TEs collaboration to practice LS	23	17.4	36	27.3	40	30.3	22	16.7	11	8.3	132	100	2.58
Use of LS for PD in CTE	9	4	41	31.1	19	14.4	8	6.1	18	13.6	128	97	2.57
Other TEs practice LS	17	12.9	38	28.8	45	34.1	25	18.9	5	3.8	130	98.5	2.81
LS integration into TE PD	23	17.4	31	23.5	44	33.3	25	18.9	8	6.1	131	99.2	2.65
CTE encourage TE to practice LS	24	18.2	25	18.9	40	30.3	24	18.2	19	14.4	132	100	2.82
CTE make concerted effort to scale-up LS	24	18.2	29	22	45	34.1	23	17.4	9	6.8	130	98.5	2.74

As depicted in Table 5 above, the mean values for all items fall between 2.57 for the use of lesson study as a means for teacher educators' professional development in the CTE and 2.82 CTEs' encouragement of teacher educators to practice Lesson Study. The evidences revealed that Lesson Study had been practiced to some extent in the studied CTEs'. Because, teacher educators collaboration among departments' staffs to practice Lesson Study, the use of lesson study for teacher educators professional development, integration of Lesson Study as a means for teacher educators professional development, CTEs' encouragement of teacher educators to practice Lesson Study and concerted effort made to scale-up lesson study a means for teacher educators' professional development were to some extent as shown by mean values (1.67-3.34).

In addition, when asked about the extent of Lesson Study practices, the interviewed said that Lesson study had never been well practiced in the CTEs'. As to the words of one of the college's academic vice dean:

In my CTE, many of the teacher educators' are not familiar with knowledge, skills, and experience of lesson study as a means for their own professional development. I can say that teacher educators' are really required to learn to observe a lesson and talk about a lesson. This is because it allows a chance of learning not only for the observed teacher, but also for those who observe and engage in post observation discussion.

Further, the data obtained through observation depicted, Lesson Study had been practiced with one of voluntary group members get prepared and invited his/her peer to observe classroom lesson called "research lesson". In their practices, they had never planned the lesson and identified

an aspect of classroom problem in common that they want to investigate and improve in their profession in line with the demand of Lesson Study. The lesson was taught and the group observed for forty minutes. After the lesson was taught, the group had never met to review the effectiveness of the lesson and shared their observations about its impact on students learning, organizing post- observation discussions. They had also never considered what worked and what needed to be improved, and what had been learned about the pedagogical approaches being focused on. Teachers in the group had never agreed how to refine and adjust the lesson and what they hope to achieve by doing so.

It was also observed that Lesson study had been facilitated by peer learning which a focus of the study group becomes' recently. However, post-observation discussion, debate and discussion, revision of the lesson, sharing the findings, successes and failures, readiness to share ideas and learn from one another had been rarely observed. Hence, it seems that possession of an appropriate cognitive and skill basis on the part of teacher educators were unsatisfactory. Teacher educators collaboration among departments' staffs to practice Lesson Study, the use of lesson study for teacher educators professional development, integration of Lesson Study as a means for teacher educators professional development, CTEs' encouragement of teacher educators to practice Lesson Study and concerted effort made to scale-up lesson study a means for teacher educators' professional development were infrequent.

Teacher educators' really need to learn to observe a lesson and talk about a lesson. Through collaborative work, teachers can learn from each other and gain content and pedagogical knowledge. In this regard, Fernandez (2002), argued that the research lessons enable teachers to refine individual

lessons, consult with other teachers and receive feedback based on colleagues' observations of their classroom practice, reflect on their own practice, learn new content and approaches, and build a culture that emphasizes continual improvement and collaboration. As a whole, based on the data it would be possible to confirm that limited practices of Lesson Study had been observed in the studied CTEs'.

The Contributions of Lesson Study on teacher educators' professional practices in the CTEs

In order to examine the contributions of Lesson Study on teacher educators' professional practices in Oromia CTEs' respondents were asked. In this regard, 23 items were grouped under three tables and presented to the respondents. The respondents were requested to indicate their response on a given Likert Scale

extending from "Strongly Disagree (1)" to "Strongly agree (5)". Accordingly, for the purpose of analysis the average value 2.50 in the rating scale was used. Thus, the mean values were interpreted: less than 1.67 where Lesson Study had insignificant effects on teacher educators' professional practices, 1.67-3.34 where Lesson Study had some significant effects on teacher educators' professional practices and greater than 3.34 where Lesson Study had strong significant effects on teacher educators' professional practices. Thus, the results were summarized and presented in tables 6, 7, and 8 consecutively below.

First, respondents were asked for what purposes lesson study helped them based on their own particular belief. Hence, the responses were summarized in table 6 below.

Table 6: Possible uses of Lesson Study to teacher educators

Lesson study helps teacher educators to:	Frequency and Percentage										Frequency Total	Total %	Mean value
	SD	%	D	%	UN	%	A	%	SA	%			
Improve instructional planning skills	11	8.3	45	34.1	5	3.8	58	43.9	57	43.2	132	100	4.1
.Improve knowledge of subject matter	5	3.8	1	.8	13	9.8	64	48.5	49	37.1	132	100	4.14
Use suitable teaching methods	10	7.6	1	.8	6	4.5	58	43.9	56	42.4	131	99.8	4.17
Use appropriate instructional materials	9	6.8	2	1.5	10	7.6	66	50	44	33.3	131	99.2	4.06
Use continuous assessment techniques	10	7.6	1	.8	4	3.0	65	49.2	52	39.4	132	100	4.12

Use instructional times effectively	9	6.8	3	2.3	14	10.6	59	44.7	47	35.6	132	100	4.0
Use appropriate classroom management techniques	10	7.6	1	.8	10	7.6	62	47	48	36.4	131	99.2	4.08
Use suitable classroom organization techniques	9	6.8	2	1.5	10	7.6	61	46.2	50	37.9	132	100	4.08

As indicated in Table 6 above, the mean values for all items included fall between 4.0 for the Lesson Study helped teacher educators in the use of instructional times effectively and (4.17) in the use of suitable teaching methods. This means, the mean values for all items included in the questionnaire in this respect were greater than (3.34). Hence, based on the data obtained it could be said that Lesson Study had strong significant effects for improving teacher educators' instructional planning skills, knowledge of subject matter, use of appropriate teaching methods,

instructional materials, continuous assessment techniques, instructional times effectively, classroom management techniques and use of suitable classroom organization techniques in the studied CTEs as shown by mean values were greater than 3.34.

Second, to obtain better picture of the effects of Lesson Study, respondents were also asked to rate the opportunities that Lesson Study provides information about students' learning. Thus, the responses were summarized in table 7 below.

Table 7: The opportunity that Lesson Study offer to teacher educators

Lesson study gives teacher educators an opportunity to:	Frequency and Percentage										Total Frequency	Total %	Mean value
	SD	%	D	%	UN	%	A	%	SA	%			
Base the lesson design on their ideas about how students learn	8	6.1	1	.8	14	10.6	69	52.3	39	29.5	131	99.2	3.99
Analyze observations of student learning after the lesson	8	6.1	1	.8	10	7.6	74	56.1	38	28.8	131	99.2	4.4
Use information about student learning to revise the lesson.	8	6.1	1	.8	11	8.3	65	49.2	46	34.8	131	99.2	4.10
Identify what kinds difficulties that students may experience in their learning	7	5.3	2	1.5	13	9.8	63	47.7	47	35.6	132	100	4.06
Identify experiences that likely support students' learning	7	5.3	1	.8	11	8.3	71	53.8	41	31.1	131	99.2	4.27
Improving awareness of students' difficulties	5	.8	1	.8	16	12.1	64	48.5	45	34.1	131	99.2	4.12
To be more sensitive to observe student activities	3	2.3	6	4.5	13	9.8	61	46.2	48	36.4	132	100	4.4

As shown in Table 7 above, the mean values for all items included in this respect fall between (3.99) for the Lesson Study provided information to base the lesson design on the ideas about how students learn and (4.4) to analyze observations of student learning after the lesson was taught. This means, the mean values for all items were greater than (3.34) indicating Lesson Study provided best opportunity to teacher educators in conveying information about students' learning , to base the lesson design on the ideas about how students learn, to analyze observations of student learning after the lesson was taught, to use information about students' learning to revise the lesson, to identify what kinds of difficulties that students may experience in their learning, to identify the kinds of experiences that likely support students' learning, to improve awareness of

students' learning difficulties and to be more sensitive to observe student activities. In addition, Lesson Study assumed to provide best opportunity to analyze observations of student learning after the lesson was taught and to be more sensitive to observe student activities for the mean values were greater than 3.34. Lewis, (2002) argued that in a lesson study, teachers carefully explore how student learning, thinking and behavior change as a result of the lesson. Thus, it could be said that implementing Lesson Study provides many opportunities for teacher educators to get an insight into students' learning.

Finally, to identify further effects of Lesson Study, respondents were asked to rate the contribution of Lesson Study from diverse professional perspectives. Thus, the responses were summarized in table 8 below.

Table 8: The effects of Lesson study on teacher educators' professional practice

Lesson study is vital for TEs' professional practice:	Frequency and Percentage										Total Frequency	Total %	Mean value
	SD	%	D	%	U N	%	A	%	SA	%			
Leads to instructional improvement	6	4.5	1	.8	8	6.1	68	51.5	49	37.1	132	100	4.15
Enhances students learning	6	4.5	-	-	7	5.3	74	56.1	44	33.3	131	99.2	4.44
Promotes teachers professional dev't	6	4.5	1	.8	8	6.1	63	47.7	54	40.9	132	100	4.19
Inculcate collaborative working skills	6	4.5	-	-	9	6.8	65	49.2	52	39.4	132	100	4.18
Builds communities of practice around teaching	6	4.5	-	-	19	14.4	64	48.5	43	32.6	132	100	4.04
Links theory and practice	3	2.3	2	1.5	16	12.1	69	52.3	42	31.8	132	100	4.09
Integrates teaching and research	5	3.8	1	.8	18	13.6	70	53.0	38	28.8	132	100	4.02

As revealed in Table 8 above, the mean values for all items included in this regard, fall between (4.02) for the Lesson Study integrates teaching and research and (4.44) Lesson Study enhances students learning. This means, the mean values for all items included in this respect were greater than (3.34) indicating Lesson Study has further effects for instructional improvement, to enhances students learning, promotes teachers professional development, inculcate collaborative working skills, builds communities of practice around teaching, links theory and practice and integrates teaching and research as shown by mean values greater than 3.34.

Regarding the effects of Lesson Study on teacher educators' professional practice academic vice deans and education stream head of the sampled CTEs were interviewed. Accordingly, one of the CTEs' education stream head said,

even though, Lesson Study was introduced to our CTE most recently, as one member in my team, I enjoyed working collaboratively with 1:5 peer learning. My group members were becoming an open and ready to forward all what they felt both positive and negative opinions. I observed good start of mutual trust and respect. This would have merit to strengthen our professional relationship and collaboration even in our social life outside our CTE."

Another CTE education stream head said that:

Lesson Study initiated teacher educators to work together. But, it is not deep-rooted and based on enough knowledge and skill about it. I think, when we worked together, we shared and gained a lot of experiences in the process. There were an opportunities to develop common understandings of what was worth teaching, possible challenges and progress, and work together to evaluate the impact of their planning on student outcomes. Such being the case, we did it once in the year.

Another stream head from the third CTE said that:

Lesson study offers an opportunity to collaborative work, learn from each other and gain content and pedagogical knowledge. Lesson Study supports us in building relationships with one another. It has strong positive effect on the way we think about teaching and learning, interact with each other and our students. Thus, it is what we need to work on it.

The results revealed that the studied CTEs' had realized the vital professional positive effects of Lesson Study on teacher educators' professional development.

Major challenges of teacher educators' to practice Lesson Study in the CTEs

In order to find out the major challenges of teacher educators' in implementing Lesson Study respondents were requested to indicate their response on a given Likert Scale extending from "Strongly Disagree (1)" to "Strongly agree (5)". For the purpose of analysis the average value 2.50 in the rating scale was used. The mean values were interpreted: less than 1.67

considered as minor challenge, 1.67-3.34 somewhat challenging, and greater than 3.34 considered as major challenges of teacher educators' to practice Lesson Study in CTEs. Thus, the results were summarized and presented in table 9 below.

Table 9: Major challenges of teacher educators to practice Lesson Study

Major challenges	Frequency and Percentage										Total Frequency	Total %	Mean Value
	SD	%	D	%	UN	%	A	%	SA	%			
Lack of TEs commitment to practice	9	6.8	17	12.9	17	12.9	54	40.9	35	26.5	132	100	3.67
Lack of time for collaborative planning	11	8.3	27	20.5	16	12.1	43	32.6	34	25.8	132	100	3.51
Lack of TEs readiness to learn from one another	10	7.6	18	13.6	27	20.5	47	35.6	26	19.7	128	97	3.64
Lack of knowledge/ understanding on the part of TE to practice	22	16.7	45	34.1	20	15.2	33	25.0	12	9.1	132	100	2.75
Lack of trained facilitators to model	10	7.6	28	21.2	18	13.6	46	34.8	30	22.7	132	100	3.4
High work load on the part of TEs	4	3.0	31	23.5	16	12.1	50	37.9	31	23.5	132	100	3.55
Lack of trust among TE to share experiences	13	9.8	28	21.2	33	25.0	41	31.1	15	11.4	130	98.5	3.48
Attitudinal challenge of sticking to traditional practices	7	5.3	11	8.3	29	22.0	62	47.0	23	17.4	132	100	3.62
Attitudinal challenge to work together	5	3.8	21	15.9	20	15.2	58	43.9	27	20.5	131	99.2	4.00
Inconveniency of work time schedule	4	3.0	20	15.2	26	19.7	60	45.5	22	16.7	132	100	3.57

As depicted in Table 9 above, the mean values for all items, fall between (2.75) for the lack of knowledge, understanding on the part of teacher educators' to practice and (4.00) attitudinal challenge to work together. This means, the mean values for all items included in the questionnaire in this respect were greater than (3.34) except the lack of knowledge/ understanding on the part of teacher educators' to practice was to somewhat challenging to teacher educators practice of lesson study(2.75). Whereas the mean values for the rest factors found to be greater than (3.34). This means, attitudinal challenge to work together, lack of teacher educators' commitment to practice Lesson Study, attitudinal challenge of sticking to traditional practices, inconveniency of work time schedule, lack of time for collaborative planning, lack of teacher educators' readiness to learn from one another, lack of trained facilitators to model, high work load on the part of teacher educators', and lack of trust among teacher educators' to share experiences as the major challenges of teacher educators' in implementing Lesson Study as a means for teacher educators' professional development in the studied CTEs'. Particularly, the mean values for attitudinal challenge to work together in implementing lesson study found to be highest (4.0).

As to the major challenges of teacher educators to practice Lesson Study in Oromia CTEs', academic vice deans and education stream head of the sampled CTEs were interviewed. Thus, as to the opinion of three of the education stream heads of CTEs', when administrative bodies had an opportunity to observe a lesson being taught, teachers complain that they had focused on the teacher's limitations. They assumed that administrators keep most record on non-successes of the teacher's lesson rather than the success that were observed. Besides, there were some teachers who refused

classroom observation for they assumed that administrators use Lesson Study classroom observation results for teachers' performance evaluation.

The information obtained from academic vice deans of the colleges also ascertain that some teacher educators had showed no interest in becoming part of a Lesson Study group. They had neither willing to be observed by others nor to observe others for they consider themselves as persons with best experience and long years of services as teacher educator in their department. Many teacher educators were unwilling to observe classroom instruction or to be observed by others for they had been accustomed to closed door and individual instruction. As to the opinion of the informants, there had been a challenge on the part of teacher educators working together and changing their traditional classroom pedagogy. They had observed attitudinal challenge a tendency of traditional, individual and closed door instruction which many teacher educators have practiced for many years.

Further, though, many education stream heads of CTEs had similar views, as to the words of one of the stream head's:

In our CTE there is rare opportunity for teacher educators to engage in Lesson Study, for observing and being observed by the colleagues due to heavy work load in and out of the campus. Thus, we had no time to engage in Lesson Study. Further, teacher educators' professional development was not an area of emphasis and priority of both CTEs' and regional education Bureau.

To this end, the response obtained implied that there were a number of challenges for proper implementation of Lesson Study in the studied CTE's. These include: lack of

mutual trust between teacher educators and administrators, administrators lack of clear awareness on the objectives of Lesson Study that is non-evaluative in its nature, attitudinal challenge a tendency of traditional, individual and closed door instruction which many teacher educators have practiced for many years. As to the opinions of education stream heads, many administrators in the CTEs function more as managers than as instructional leaders. This was partly because Lesson Study had been seen as an indicator of performance evaluation. CTEs administrators have less attempted to convince teacher educators that Lesson Study could not be seen as attack/ offense to their classroom practices.

As a whole, based on the available data it would be said that Lesson Study, best practiced with the cooperation of the two parties (administrators and teacher educators). Openness, mutual trust and respect all were needed to enhance willingness and capacity to work with

colleagues, valuing both others work and one's own, so that become committed and productive contributors for collegial professional development.

Supports needed for proper implementation of Lesson Study in the CTEs

In this respect, respondents were asked to indicate some of the major supports needed for effective implementation of Lesson Study in their CTEs'. To this effect, a Likert Scale extending from "Strongly Disagree (1)" to "Strongly agree (5)" was used. For the purpose of analysis the average value 2.50 in the rating scale was used. The mean values were interpreted as: less than 1.67 considered as the least needed support, 1.67-3.34 somewhat needed support, and greater than 3.34 considered as the most needed support to practice Lesson Study in the CTEs'. Thus, the results were summarized and presented in table 10 below.

Table 10: Major supports teacher educators' need to practice Lesson study

As depicted in Table 10 above, the mean values for all items fall between (3.96) for Whereas one of vice academic deans of CTE explained as resources and

Support needed:	Frequency and Percentage										Total Frequency	Total %	Mean value
	S D	%	D	%	UN	%	A	%	SA	%			
Finance	1	.8	9	6.8	9	6.8	51	38.6	61	46.2	131	99.2	4.53
Further training	-	-	2	1.5	7	5.3	52	39.4	71	53.8	132	100	4.45
Encouragement	-	-	3	2.3	10	7.6	64	48.5	54	40.9	131	99.2	4.32
Reduction of work load	3	2.3	14	10.6	15	11.4	53	40.2	47	35.6	132	100	3.96
Resources like manuals	-	-	2	1.5	11	8.3	61	46.2	58	43.9	132	100	4.3
Modeling	-	-	2	1.5	5	3.8	60	45.5	64	48.5	131	100	4.43

the reduction of work load and (4.53) for finance. This means, the mean values for all items included in the questionnaire in this respect were greater than (3.34). Hence, based on the data, it could be said that finance, further training, modeling, encouragement, resources like manuals and reduction of work load were the most important support needed for effective implementation of Lesson Studies in the studied CTEs' as shown by mean values greater than 3.34.

administrative support were provided by the CTE to facilitate the development of the lesson study. The CTE, encouraged teachers in attending Lesson study, and scheduled common time for meetings in teachers' timetables, as well as made arrangements for all teachers participating in the lesson study to observe the research lessons and to carry out post-lesson conferences.

With respect to the supports that teacher educators needed to practice Lesson Study the interviewed had expressed their opinion as issues raised by teacher educators' as a concern about high work load and inconvenient time schedule. Teacher educators' had been requesting support in the reduction of work load. Three of the interviewed vice academic deans of CTE's had never denied the lack of support in terms of arranging refreshments, suitable time for meeting, encouraging teacher collaboration, creation of experience sharing forums, further training in the area and scaling up the existing practices.

Major Findings, Conclusions and Recommendations

Major Findings

The study depicted the following major findings.

- Limited practices of Lesson Study with inadequate knowledge, skills and experiences had been found in the studied CTEs.** Because the data in table 4 revealed that 68% of teacher educators just have heard of the

innovation, ready to practice and trying to implement Lesson Study. Similarly, the mean value in table 5 depicted Lesson Study had been practiced to some extent in the CTEs'. In addition, the interviewed confirmed that Lesson study had never been continuously practiced in their CTEs'. Further, Lesson study classroom observations had shown that the various stages or phases of Lesson Study had never been properly practiced.

2. Lesson Study bears significant contributions to teacher educators' professional practices in the CTEs'.

a) Lesson Study enhanced teacher educators' content knowledge and pedagogical skills.

In this regard, the mean values in table 6 greater than 4.0 indicated, Lesson Study had enhanced teacher educators' knowledge of subject matter, instructional planning skills, use of appropriate teaching methods, instructional materials, continuous assessment techniques, instructional times effectively, proper classroom management techniques and use of suitable classroom organization techniques in the studied CTEs'.

a) Lesson Study encouraged teacher educators' peer collaboration. In this respect, the mean values in table 8 were higher than 4.02 implied Lesson Study had initiated teacher educators' collaborative attitudes, working skills and experiences. Besides, the interview results indicated that Lesson Study found to build relationships among teacher educators.

b) Lesson Study had provided insight into students' learning. The mean values for all items in table 6 were greater than 3.99, indicating Lesson Study provided an

opportunity to teacher educators in conveying information about students learning. Similarly, the mean value in table 7 was greater than 4.0 for Lesson study provided an opportunity for teacher educators to carefully examine the student learning. It is true that Lesson Study keeps students at the heart of the professional development activity.

The major challenges of practicing Lesson Study in Oromia CTEs'

The study found out the following major challenges of Lesson Study in Oromia CTEs'

i) Predominance of teacher educators' traditional teaching practices and attitudes.

In this respect, the mean values in table 9 found to be 3.62 for attitudinal challenges of sticking to traditional teaching practices and 4.00 for attitudinal challenge to work together. In addition, the interview results had also depicted that teacher educators working in an independent isolation and closed door instruction had been common. Maintaining the status quo of their traditional classroom pedagogy practices were the norm. Hence, some teacher educators lack interest in becoming a part of Lesson Study group.

ii) Teacher educators' own perceptions of their classroom practice.

The mean values in table 9 indicated 3.64 for the lack of teacher educators' readiness to learn from one another and 3.48 for the lack of trust among teacher educators' to share experiences. Similarly, the interview results also revealed that some teacher educators' found difficult to negotiate individual differences in practicing Lesson Study. Thus, making one's teaching open for peer observation had frustrated some teacher educators' to function as a Lesson Study group.

iii) Knowledge and skill gaps on both teacher educators and administrators.

The mean value in table 9 for the need of trained facilitators to model was 3.4 and, the mean value in table 10 for the need of further training 4.45, for modeling 4.43, indicated the knowledge and skill gap to be filled. Further, the data obtained through interview and observation revealed the existence of knowledge and skill gaps both on the part of teacher educators' and administrators.

iv) The lack of time for collaborative planning, implementation and discussions.

The available data in table 9 showed the mean value 3.51 for lack of time for collaborative planning, peer observation and discussion due to high work load. Besides, the data obtained through interview had also shown the lack of time for collaborative planning, implementation and discussions due to high work load on the part of teacher educators' in and out of campus.

v) Lack of effort to scale-up the existing limited practices of Lesson Study.

In this regard, the data depicted that in many CTEs, limited work of Lesson Study had been observed without making transparent the practices of those teacher educators who engaged in Lesson Study. Formally sharing the outcomes with other teacher educators was rare. As a result, the existing limited practices of Lesson Study had not been capitalized and scaled-up even within individual CTEs.

vi) Lack of supports needed from administrators for proper implementation of Lesson Study.

Because, the mean values in table 10 and interview results revealed the lack of administrative support, encouragement and commitment needed from CTEs' administrators.

CONCLUSIONS

The study depicted the existences of limited practices of Lesson Study with inadequate knowledge, skills and experiences in the studied colleges of teacher education. However, the existed practices of Lesson Study enhanced teacher educators' content knowledge and pedagogical skills, encouraged teacher educators' peer collaboration and provided teacher educators' an insight into students' learning. Yet, Lesson Study had been challenged by teacher educators' traditional teaching practices and attitudes (individualistic and closed door instruction), teacher educators' perceptions of their own classroom practices, knowledge and skill gaps on the parts of both teacher educators' and administrators, inadequate time for collaborative planning, implementation and discussions, limited effort to scale-up the existing practices and lack of commitment, encouragement, support and role modeling in the CTEs'.

In conclusions, the existing practices of Lesson Study in the studied CTEs had been most often superficial and challenged with predominance of traditional classroom pedagogy and teachers attitudes. Therefore, CTEs should move from existing limited, premature, and surface implementation features of Lesson Study to knowledge and skill based expertise with collaborative attitudes as a means to support and promote better teaching and learning in Oromia CTEs.

RECOMMENDATIONS

The study recommends the following measures would be taken to obtain the intended benefit of Lesson Study in Oromia CTEs.

1. In order to make lesson study a truly powerful continuous professional development tool in the CTEs, it is vital to encourage an entire CTEs

teacher educators to regularly learn from each other's lesson study experiences. Hence, strengthening *peer-observation-peer* in individual CTE can do a lot to enhance peer collaboration in this regard.

2. In order to fill the gap in knowledge, skills and experiences, teacher educators should open-up their classroom for observing and reflecting on each others' teaching. Teacher educators should also celebrate and value what has been learned and shared from their colleagues. Further, teacher educators should engage in reading professional literatures directly linked to lesson study and attempt to practice it to learn from their own practices.
3. To bring about teacher educators' professional development through Lesson Study, teacher educators, and administrators need to work in collaboration to scale-up the existing limited practices in an individual CTEs.
4. The contribution of CTEs administrative bodies in promoting Lesson Study is so immense. Thus, CTEs administrators should separate Lesson Study classroom observation from teacher educators' performance evaluation. Besides, CTEs administrators should organize experience sharing forum to support and advocate teacher educators' professional learning from Lesson Study both within individual CTE and among CTEs. Further, CTEs administrators should allocate their resources (time, energy, finance) on prioritizing the improvement of teacher educators' professional development so that regular trainees and school teachers would be benefited from their knowledge, skills and experiences of Lesson Study.

Moreover, CTEs administrators should find means to arrange time schedule and build Lesson Study into CTEs' systems as a means for teacher educators' professional development. Above all, CTEs administrators should foster a collaborative culture and trust in order to create suitable CTE's learning environment in which all members of the staff voluntarily join Lesson Study group.

5. The Regional Education Bureau should also consider teacher educators professional learning as one of its priority and focus on classroom practices and innovative ways of improving teacher educator's professional competences like in Lesson Study.
6. Developing a strong basis of Lesson Study in the studied CTEs' could never be seen as an easy task. The knowledge, skills and experiences required to practice Lesson Study in the studied CTEs' by an individual teacher educator would require a concerted effort and attention from CTEs' administrative bodies.
7. Finally, the researchers recommend a more detailed and comprehensive studies in the same area to investigate and further strengthen the practices of Lesson Study as a tool for teacher educators' professional development in Oromia CTEs.

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