



TEXAS LESSON STUDY

Research. Reflect. Refine.

Educator Newsletter 1.3 May 2018

TXLS Mission

This inquiry-based, job-embedded professional development allows teachers to work collaboratively to develop, teach, and assess research-based lessons.

TEA aims to reach 10 percent of all Texas teachers by 2023, but the potential for impact includes every student in Texas.

TXLS Vision

To boost innovation in instructional design, improve teacher effectiveness, share best practices, improve student outcomes, and provide a platform to demonstrate mastery within the teaching profession

Letter from the Editors:

Fellow Educators,

We are eager to congratulate you on a successful and no-doubt strenuous school year and testing season. It has been an eventful year with several initiatives growing within Texas education, and we are proud that Texas Lesson Study (TXLS) has been received so warmly on so many campuses. We are celebrating several districts beginning to implement TXLS district-wide as well as a new online course to broaden access to TXLS resources across Texas. See below for more information.

On the topic of celebrations, our *kanpai* season is approaching. This is a Japanese term, which translates to “cheers,” used in Lesson Study to indicate a celebration that occurs after a Research Lesson observation cycle. Lesson study teams enjoy well-deserved recognition both on campuses and by our ESC staff. We would love for you to send us stories and photos from *kanpai* moments, as well as any other meaningful Lesson Study insight. As we at TEA gear up for another intensive summer of planning and reflecting, we want to ensure the TXLS team is consistently incorporating feedback and sharpening implementation to support our educators in the field.

With summer ahead and STAAR data forthcoming, many educators will also have the opportunity to support our summer school students. Consider leveraging the [TXLS Lesson Proposals and Research Lessons](#) on the Texas Gateway as a planning tool. Due to the nature of Lesson Study, these resources tend to focus on standards that may be challenging for students to master.

Happy reading, researching, and relaxing!

On your team and in your corner,

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TXLS Cycle



Facilitator Online Course

The Facilitator Training Course is ready for any educator seeking to guide a TXLS group on their campus or in their district! It is designed to

- provide a thorough understanding of TXLS as a process to improve teacher effectiveness,
- prepare participants to effectively facilitate TXLS with groups of teachers,
- provide best practices and examples of facilitation in the field, and
- help maintain the fidelity of implementation and success of TXLS.

Visit www.texascourses.org or [click here to view and/or enroll](#) in this self-paced online course for 8 CPE credits



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Our first three issues will align with the three tenets of Texas Lesson Study.

Issue 1.3 focus: Refine

Teachers often carefully plan lessons and then evaluate their effectiveness using student data and observations. They also make note, formally or informally, of refinements to improve the student learning experience. In most cases, the opportunity to implement such improvements will not arise until the following school year.

TXLS addresses this opportunity gap, allowing instructional practice to improve faster by shortening the feedback cycle. TXLS teams are given time, structure, and support to refine their Research Lesson immediately after researching, teaching, and reflecting. These refinements—changes to the lesson on any scale—provide teachers the rare opportunity to reteach and reevaluate a refined lesson within the same week. Students, too, notice the collaborative care put into optimizing their learning and engagement.

"It was a really good lesson."

"You could be creative with materials given to you."

"To learn what to do with a remainder, you have to look at the scenario."

"Our model shows sharing the remainder."

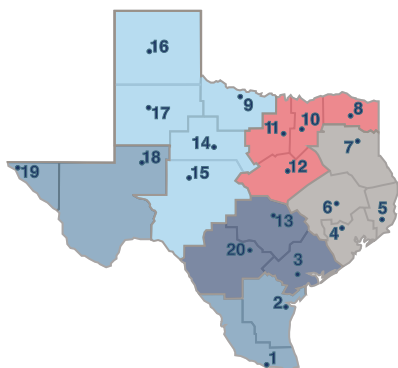
*—4th grade students
at Laurel Mountain
Elementary School*

TXLS group 242, spring 2018 participants from Laurel Mountain Elementary School, brought together the 4th grade mathematics team and a student teacher from the University of Texas. Lesson Study marked the first time a student-led, maker-based project was researched and planned by these educators. Students wrote their own division problems and built models to represent how the remainder should be interpreted. Instructional challenges included use of time, productive struggle, and synthesis of learning. Insight from the first teaching led to several immediately implemented, high-impact refinements that dramatically improved the Research Lesson and student outcomes.

Get to Know Us

Fall 2016/Spring 2017 Reports on
Program Effectiveness: tea.texas.gov

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DIVISION Vocabulary

Divisor
Dividend
Quotient
Remainder

Quotient
Divisor / Dividend

Some Examples:

$6 \overline{)25}$
Divisor: 6, Dividend: 25, Quotient: 4, Remainder: 1

$\frac{25}{6} = 4$
Divisor: 6, Dividend: 25, Quotient: 4, Remainder: 1

$25 \div 6 = 4 \text{ r } 1$
Dividend: 25, Divisor: 6, Quotient: 4, Remainder: 1



ROUND ROCK ISD

LAUREL MOUNTAIN ELEMENTARY SCHOOL

The second teaching
of this mathematics
Research Lesson
incorporated
refinements that
significantly increased
student mastery.

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