



TEXAS LESSON STUDY

Research. Reflect. Refine.

Educator Newsletter 2.1 October 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 very excited to welcome 151 new and returning groups from 118 campuses and 62 districts to Texas Lesson Study for the 2018–2019 school year! This back-to-school issue of the TXLS Newsletter honors the teachers and students that drive the action research upon which our community thrives. We know this number will grow even more this spring. Congratulations to all of our groups that hunkered down this summer to begin the research process and dig in to Phases 1 and 2 of the TXLS Cycle.

Now in year three of implementation, we have come a long way from our pilot year. Our mantra for TXLS at the Texas Education Agency is “Retention, Expansion, Quality”—none of which would be possible without the dedication of teachers in the field. More importantly, your belief in this process that honors student learning and each unique school context drives, informs, and creates value for our support work. Because of your belief and generous feedback, we are continually improving the teacher and student experience, and we are welcoming back 73 percent of campuses from the 2017–2018 school year.

Finally, we are proud to report an increase in equity of access to TXLS resources. The number of published Lesson Proposals continues to grow on the [Texas Gateway](#). You will currently find 48 resources spanning pre-kindergarten to 12th grade in all core subjects. Additionally, the [online Facilitator Training course](#) ensures that any Texas educator may access all training, tools, and contacts to implement Lesson Study.

Here’s to a strong start this school year!

On your team and in your corner,

Blair Claussen
Project Manager

Sheel Jagani
Program Specialist

Laura Coaxum
Program Specialist

txlessonstudy@tea.texas.gov

TXLS Cycle



2017–2018 Impact Results

Student Objective Mastery

Pre-Test
Student
Knowledge
48%

Post-Test
Student
Knowledge
75%

+27%

Student Perceptions

90%
Students who
reported
understanding
most or all of
the lesson

*“I enjoyed that
it was fun and
interesting.
It was better
than what we
normally do.”*



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Each issue will highlight strong instructional strategies designed by Texas Lesson Study groups.

Issue 2.1 Socratic Mathematics

TXLS group 98, Fall 2017 participants from River Road Middle School, uncovered a pattern of misunderstanding in 7th grade mathematics on graphing linear rates of change. They researched methods to “increase cognitive rigor” using self-created graphs. This included strategies to develop student proportional reasoning and to repurpose classroom talk from simply checking understanding to developing critical thinking.

Students were consistently provided thinking questions throughout the Research Lesson in order to develop the rigor of student discussion. Students were encouraged to converse rather than answer the teacher. Each set of questions, listed below, is adaptable across grades and content areas.

After an engaging introductory video:

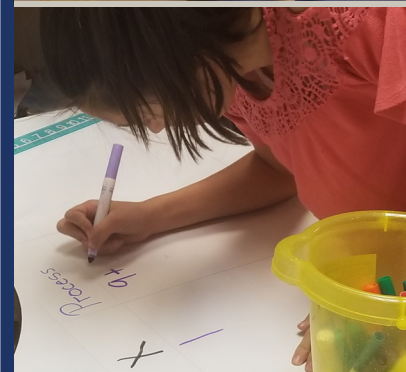
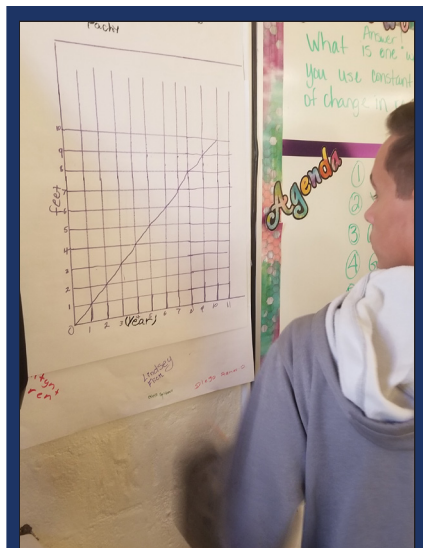
- What do you think this video has to do with math?
- What do you think we will be learning today?
- How does this video relate to our objective?

While group tasks were posed:

- How do you want to represent your data?
- Do your graph and table match?
- Are you worried about growth rates over the next five years?

While comparing and synthesizing learning:

- What was the most difficult part of this task?
- What other data can you compare this way?
- How did your team decide how to graph the data from the table?
- What additional tools do you wish you had, and how would they help?
- How does today’s lesson connect to earlier learning?
- How can you apply this in your life?



“This is something that teachers should continually do... the best teachers are always students, so I very much like this.”

—SBOE Member
Georgina C. Perez
District 1

Policy News

The TEA TXLS team received a warm reception from the State Board of Education [Committee on Instruction](#) in September. Board members were impressed with the pedagogical research, analysis, and application. They discussed collaborating with educator preparation programs to make Texas Lesson Study part of all educator training.

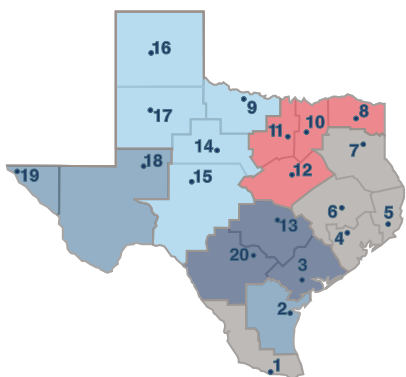
Also of note are positive receptions from the Denton ISD and Katy ISD school boards. Both districts are now implementing Lesson Study at the district level, with dedicated and trained instructional coaches.

RIVER ROAD ISD

RIVER ROAD MIDDLE SCHOOL

Students spent the majority of instructional time verbally and mathematically problem-solving with their peers and sharing techniques.

Get to Know Us



- **ESCs 2, 18, 19:**
txlessonstudy@tea.texas.gov
- **ESC 6 HUB:** ESCs 1, 4, 5, 6, 7
Traci Seils • 936.435.8220
tseils@esc6.net
- **ESC 10 HUB:** ESCs 8, 10, 11, 12
Joe Gillis • 972.348.1270
Joe.Gillis@region10.org
- **ESC 13 HUB:** ESCs 3, 13, 20
Carolyn Beardsley • 512.919.5137
Carolyn.Beardsley@esc13.txed.net
- **ESC 14 HUB:** ESCs 9, 14, 15, 16, 17
Gail Brown • 325.675.8644
gbrown@esc14.net

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