

Program Overview

Lesson Study is a job-embedded professional development opportunity in which teachers work collaboratively to develop, teach, and revise research-based lessons founded on the Texas Essential Knowledge and Skills (TEKS). The program aims to improve teacher effectiveness, share best practices, improve student outcomes, and provide a platform to demonstrate mastery within the teaching profession.

In the 2016–2017 academic year, Texas Lesson Study (TXLS) was piloted in six education service center (ESC) regions. In year two of implementation, the program expanded to 16 total regions. For the 2018–2019 academic year, 17 regions will be receiving funding for this program, however, educators across the state will have access to the TXLS training as well as technical support.

Implementation Options

Campuses interested in implementing TXLS professional development have the following options:

- 1) Request to have an ESC Lesson Study facilitator train teachers on the Lesson Study process and facilitate the Lesson Study meetings throughout the semester
- 2) Send a district or campus instructional coach or teacher lead to a TXLS Facilitator trainer-of-trainers to learn the Lesson Study process and best-practices for facilitating Lesson Study groups
- 3) Use the Texas Lesson Study Facilitator training modules provided on the Texas Gateway site to train district or campus staff on facilitating Lesson Study groups

Texas Gateway Utilization

The benefits of the Texas Lesson Study project will reach K–12 educators across the state, not just those participating in a Lesson Study group. By visiting the Texas Gateway website, every Texas teacher can access the research-based, teacher-designed lessons and videos that have been created by the Lesson Study groups. At the end of the 2018–2019 academic year, approximately 100 highly-effective lessons for grades K–12 will be available online.

Authority

Texas Education Code §7.021(b)(2): The agency shall conduct research, analysis, and reporting to improve teaching and learning.

Funding

General Appropriations Act (GAA), Article III, 85th Texas Legislature, Regular Session 2017, Rider 41 and Rider 53

| Funding Source | FY18 | FY19 | Total |
|--|-------------|-------------|--------------------|
| GAA, Article III, Rider 41: Educator Leadership and Quality | \$1,837,420 | \$3,712,950 | \$5,550,370 |
| GAA, Article III, Rider 53: Texas Gateway and Online Resources | \$1,500,000 | \$1,500,000 | \$3,000,000 |
| Biennium Total | | | \$8,550,370 |

Texas Lesson Study Participation

| | 2016–2017 | 2017–2018 |
|-----------------------|-----------|-----------|
| ESCs | 6 | 16 |
| Districts | 16 | 60 |
| Campuses | 30 | 110 |
| Teachers | 208 | 702 |
| Students | 5,868 | 24,735 |
| TX Gateway TXLS Users | N/A | 14,980 |

Teacher Outcomes

Teachers reported higher levels of

- confidence in teaching ability,
- content expertise,
- collaborative time, and
- satisfaction in discussing their classroom with others.¹

Student Outcomes

Student mastery scores on a pre-test and post-test for the chosen TEKS objective **increased by 27%** on average.¹

Ninety percent (90%) of students reported understanding most or all of the lesson.¹

Texas Lesson Study has given teachers a fresh look at what the true meaning of a Professional Learning Community is and does. Teachers have learned the value of doing research on a topic and incorporating that research into their lesson design to create the best first teach for a topic. I believe this project will be life changing for teachers who participate.

—Dr. Cazilda Steele, Secondary Curriculum and Instruction Executive Director, Katy ISD