

TRU+LessonStudy

CUSTOMIZABLE RESOURCES FOR TEACHER COLLABORATION:

- Editable resources, including facilitator notes, agendas, slides, and handouts to support shared learning
- Initial activities to develop community and norms for your professional learning community (PLC)

Year One Materials use the Teaching for Robust Understanding (TRU) Framework and mini-cycles of inquiry to connect collaborative learning to current teaching practice.

Year Two Materials integrate Lesson Study as a vehicle to explore questions about mathematics and instruction more deeply as a team.

"As a department head, it's been immensely beneficial because I've been able to get a view into people's classrooms that I didn't have before. I didn't know that problem existed until we identified it through this process." Observing peers "gets you out of your head and gets you to think of the bigger picture," and provides opportunities for everyone to collectively improve and learn from each other.

TRU-LS Teacher and Department Chair

"TRU-Lesson Study was feasible to do. It improved my practice. It was based on real data. It improved my capacity in my practice. It utilized and increased team collaboration and team community."

TRU-LS Teacher



24+ slide sets and facilitator notes for a two-year program of professional learning

Guide for High School Mathematics Departments to Implement *Teaching for Robust Understanding* Practices

Creating classroom environments that produce powerful math thinkers will require a deepening of teachers' understanding of what makes for powerful math thinking and how to support it. TRU+LessonStudy provides professional learning communities with the opportunities and materials necessary to support this fundamental shift in the mathematics classroom.

TRU+LessonStudy includes customizable resources for teacher collaboration in secondary mathematics PLCs, as well as resources to support the PLC facilitator.

All materials are available for free at tru-lessonstudy.org

RU's Five Dimensions of Mathematically Powerful Classroo
The Mathematics
• What's the big idea in this lesson?
Cognitive Demand
 How long am I given to think and to make sense of things?
Equitable Access to Content
• Do I get to participate in meaningful math learning?
Agency, Ownership, and Identity
 Do I get to explain, to present my ideas? Are they built on?

- ormative Assessment
- Do classroom discussions include my thinking?

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