



TEXAS LESSON STUDY

Research. Reflect. Refine.

Educator Newsletter

January 2021

TXLS Mission

Texas Lesson Study is committed to supporting student mastery, building the professionalism of teaching, and developing cultures of learning and improvement through transformative professional development processes.

TXLS Vision

Texas Lesson Study is the primary framework for teacher-driven professional development across Texas.

Letter from the Editors:

Dear Educators,

We hope you were able to relish in some well-deserved moments of joy and relaxation with your loved ones over the winter break. As we enter the spring semester, we strive to make Texas Lesson Study a professional space where you continue to feel supported and recognized for all of the valuable work you do.

We know that you're finding ways to innovate and implement new learning from your TXLS work in your classrooms. If you have a story you'd like to highlight, please email us at txlessonstudy@tea.texas.gov or tweet using #txls!

While these continue to be difficult times, we have seen and heard about so many ways that everyone in TXLS has worked to support one another. This is the foundation of TXLS, and we are grateful you have joined us in this work.

On your team and in your corner,

Blair Claussen
Director

Beth Burkhart
Program Manager

Alissa Rhee
Education Specialist

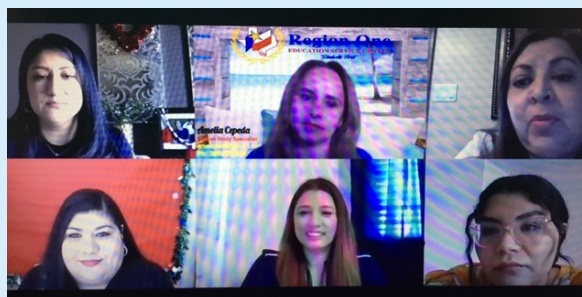
Email Us: txlessonstudy@tea.texas.gov

TXLS: The Vehicle for Transformative Professional Development

Teachers at Escobar ES in Region 1 Dive Deeply into Learning from Reading Academies

Like many elementary educators in Texas, the educators at Aida C. Escobar Elementary in Pharr-San Juan-Alamo ISD are enrolled in Reading Academies (RA). The teams' TXLS focuses include alphabetic knowledge, phonemic awareness, fluency, and background knowledge. Through Lesson Study, these teams can discuss key RA concepts and consider how to adapt their instruction accordingly.

The first-grade team, for example, at Escobar ES fluency as their focus. However, unpacking fluency in the Lesson Study Process led the team to recognize that they also need to support building students' phonemic awareness. Their conversation underscores the impact TXLS can have by creating spaces for teachers to synthesize their professional learning and instructional practices.



picture right: top row, L to R—Ms. Leticia Moreno, Amelia Cepeda (R1), Leticia Villarreal
bottom row, L to R—Ms. Yomara Sanchez, Ms. Blanca Mendez, Ms. Andrea Nunez-Rivas



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Each issue will highlight strong examples of research and professional development.

TXLS Shout-Out Corner—Fall 2020

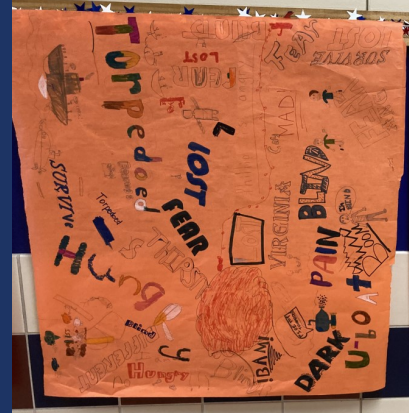
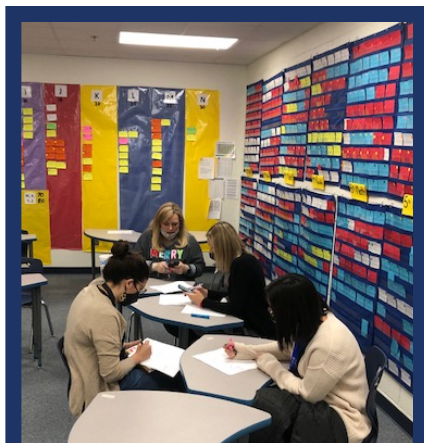
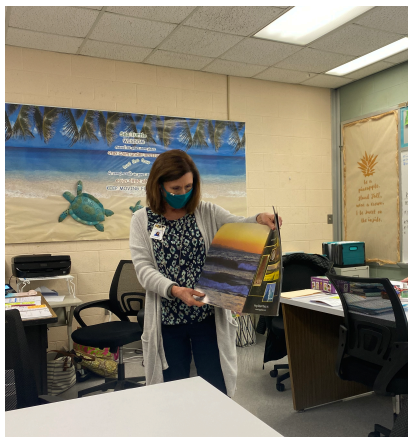
- From **Traci Seils (R6)** to **Emili Foster (R7)**
 - "Emili is combining teachers' need for information on remote learning with the Dale Carnegie information and what the instructional coaching research says to better assist teachers. She is actively seeking out and participating in learning (beyond what has been provided by TEA or through our hub) to increase her capacity to support teachers. Emili has scheduled virtual TXLS training as well. Her positive, can-do attitude has helped our team brainstorm solutions and ideas for the coming year!"
- From **anonymous** to **Katie Claxton (R3)**
 - "Katie has been supporting me once a week by traveling to my assigned campus. On that day, I work with four math groups. Katie will run through my agenda with me and help me anticipate possible teacher misconceptions. She will take minutes for me and immediately begins to look for resources as teacher's make decisions on stations. She also will create exemplar activities and send them to our secretary so I can have them ready to take home by Friday. She has been such a huge help!"

Want to send someone in TXLS a shout-out? Click this link to celebrate your colleagues!

Seen in the Field—LEA Facilitators

Cherry Elementary School in Bay City ISD is in year two with TXLS. Essential to the implementation of TXLS at Cherry is **Lisa Stuhler**. Her ESC counterpart, Katie Claxton, notes, "Lisa is a rock star instructional coach! She anticipates the needs of her teachers and thoughtfully plans weekly PLCs to meet those needs." Already, Lisa is practicing some of the key facilitator moves to complement her skillful coaching. We can't wait to see Lisa continue to grow TXLS at Cherry!

pictured right: Lisa Stuhler modeling a read aloud.

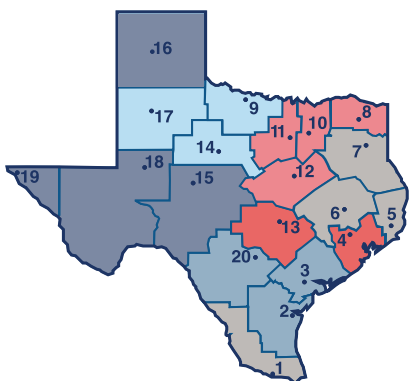


Photos From the Field

Top: Teachers at Upland Heights ES in Frenship ISD working on a team building activity using Kagan structures and a Thinking Map Tree.

Bottom: Margaret Espinosa and Priscilla Smith at Edna ES use the "Stop and Graffiti" strategy from Lead4Ward to identify key concepts from the book, **The Cay** by Theodore Taylor.

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