



Adapting Lesson Study for Community College Mathematics Instruction

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The Community College Research Center (CCRC) and Education Northwest (EdNW) are working with mathematics faculty at three Oregon community colleges to adapt and pilot the Lesson Study model of professional development for use among developmental mathematics instructors. Teams of part-time and full-time faculty at Clackamas Community College, Lane Community College, and Portland Community College are participating in the project. A primary goal of this project is to understand if and how Lesson Study can be a feasible and sustainable model for faculty development in community college mathematics departments.

Lesson Study is a structured, collaborative professional development intervention that has shown evidence of improving mathematics instruction among K-12 teachers. Lesson Study gives instructors a framework for actively investigating how to improve learning in their classrooms. The model is typically implemented in an iterative cycle that includes focused observation of teaching, data collection on student learning, and refinement of instructional strategies. Despite a lengthy history of use internationally and in elementary and secondary schools in the United States, Lesson Study has rarely been implemented in higher education.

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