

Department of Mathematics and Statistics Colloquium

Factors That Support and Constrain Mathematics Teachers Continuing Lesson Study After Infusion of External Resources

Job Candidate

Abstract: While lesson study has become increasingly popular in the U.S. since the mid 1990s, relatively little research exists surrounding issues sustaining teachers' lesson study experiences. Why do some teachers of lesson study continue while others do not, particularly when they have expressed interest in continuing and have some support from the district in doing so? This presentation will explore supportive and constraining factors in 65 of 80 mathematics teachers of grades 3 through Algebra 1 in continuing lesson study after their infusion of external resources ended. Drawing on theory that views teaching as situated within the institutional settings of classrooms, school sites and districts, and using Gamoran and colleagues' (2003) framework for sustaining teaching for understanding, I present a qualitative case study that investigates social, material and human resources and other factors for sustainability. My findings unpack relationships among types of participation, types and availability of resources, and teachers' goals for effective mathematics teaching. Theoretically, this study encourages thinking about how to productively define sustainability with lesson study. Practically, I consider how to better support mathematics teachers in engaging in lesson study after grants end to address issues of sustainability.

**Thursday, November 6 at 3:45 in Roop 103
refreshments at 3:30**