## Alan Schoenfeld

### What makes for powerful classrooms, and how can we support teachers in creating them?

Most of us think we know what “good teaching” is. The problem is that we don’t – opinions about “good instruction” differ, although research clearly says certain things are important. My research-and-development goal has been to do some ground clearing: to lay out a straightforward way of characterizing classrooms that produce students who are powerful thinkers, to test that characterization empirically, and then to fashion forms of professional development that support teachers’ growth in the things that count. I’ll discuss progress along those lines. The talk will include a discussion of the “Teaching for Robust Understanding of Mathematics” (TRUmath) framework, a description of how it can be used for research on teaching, and also the characterization of various tools used to support effective teaching and for robust professional development.

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