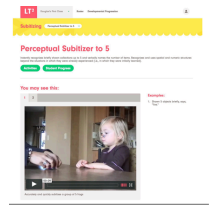


What is *Learning and Teaching with Learning Trajectories* (LT²)?



- LT² is a web-based tool for early childhood educators to learn about how children think and learn about mathematics and how to teach mathematics to young children “their way” (birth to age 8).
- LT² allows teachers, caregivers, and parents to *see* the learning trajectories for math, as they view short video clips of classroom instruction and children working on math problems in a way that clearly reveals their thinking.

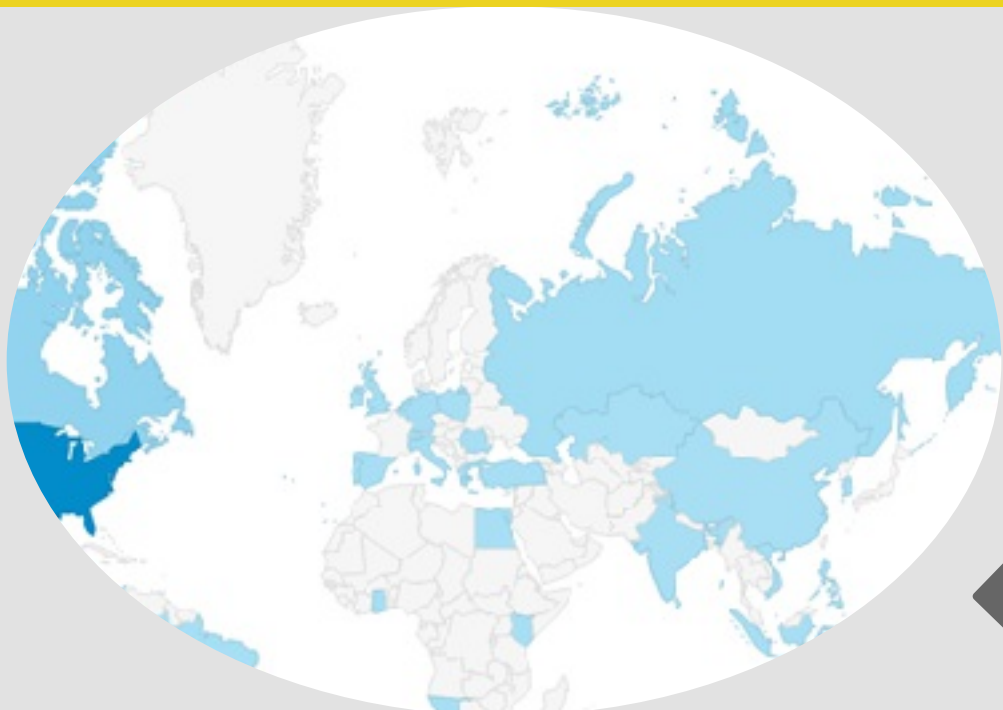
LT² is a new open-access tool for early mathematics educators, thanks to funding from the Heising-Simons Foundation and the Bill and Melinda Gates Foundation, plus decades of research conducted by professors Julie Sarama and Douglas H. Clements, Kennedy Endowed Chairs in the Morgridge College of Education. Creators of math curriculum, *Building Blocks*, they also designed Building Blocks Learning Trajectories (BBLT), a professional learning tool to help teachers implement effective and appropriate mathematics education for young children. This approach is successful, as shown by large-scale studies, validated by the “What Works Clearinghouse”, and praised on the cover of *The New York Times* and in the *Wall Street Journal*. If you want to read about two teachers’ use of LT², see <https://bit.ly/2oQ1Yq4> and <https://bit.ly/2JnblK5>.

LT² runs on all technological platforms, addresses new ages—birth to age 8 years—and including new alignments with standards and assessments, as well as new software for children. LT² enables teachers to help children find the mathematics in—and develop the mathematics from—their everyday activities, including art, stories, puzzles, and games. Go to www.LearningTrajectories.org.

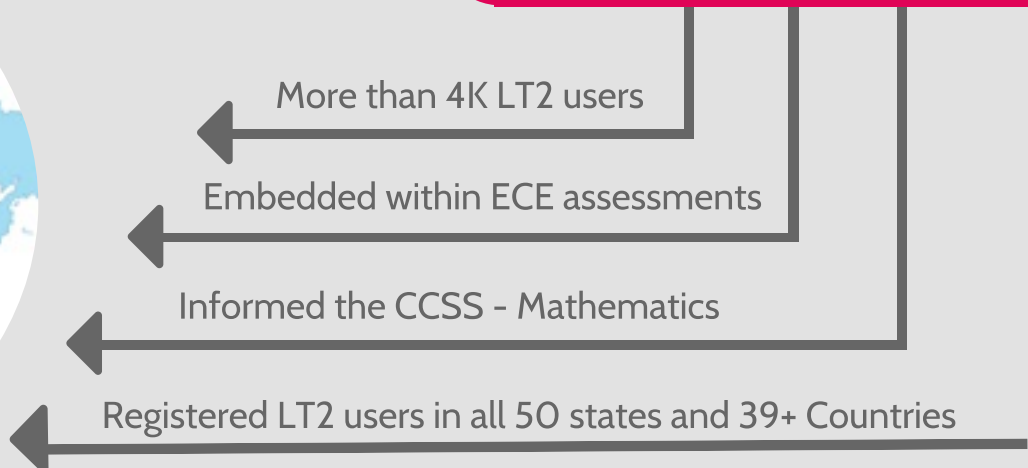
If you would like a guidebook or have any questions, contact Douglas H. Clements, Douglas.Clements@du.edu, or Julie Sarama, Julie.Sarama@du.edu, or call (303) 871-3895.

Please write us if you wish to contribute videos to LT²!

Learning and Teaching with Math Learning Trajectories



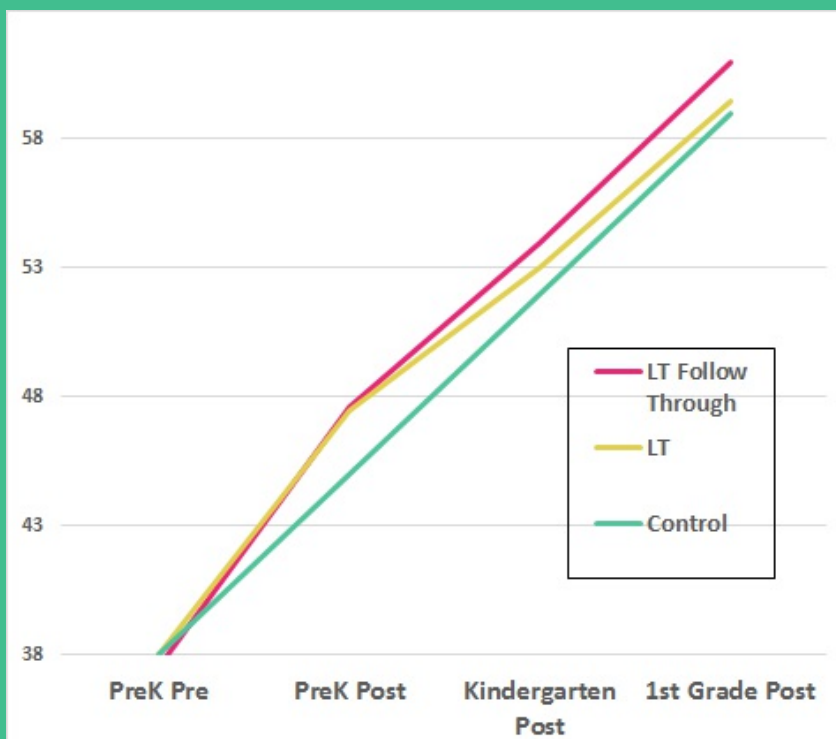
Learning Trajectories Reach



“...Teachers were immediately able to enhance and enrich their math curriculum and assessment skills. The Learning Trajectories have expanded our teachers' understanding of the complexity of mathematical thinking in young children.”

Rowland Hall, Lower School Principal

Impacts are Sustained with Ongoing Professional Development



Increasing Reach

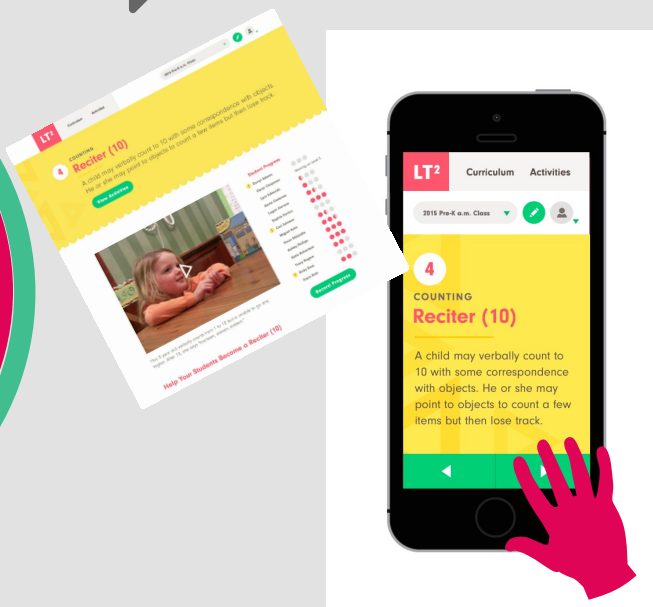


Using technology to more effectively provide professional development.

Bill and Melinda Gates Foundation

Funded By

Heising-Simons Foundation



Consulting and TA provided to:

NORC, NAEYC, NCTM, Office of Head Start, AMTE, PBS, NGA, NCSL, Northeast Comprehensive Center and CELO, CPRE, Disney, NRC, NCECDTL

For more information:

Dr. Douglas Clements, Douglas.Clements@du.edu and Dr. Julie Sarama, Julie.Sarama@du.edu