

LSC RESEARCH UPDATE

Professional Development Increases Teacher Perceptions of Science Content Preparedness

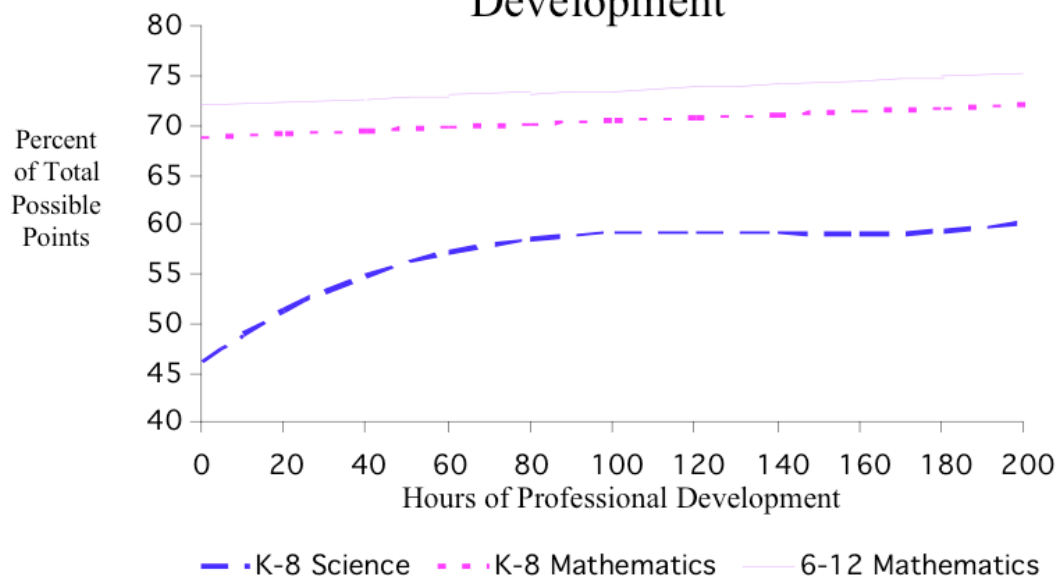
FINDING:

K-8 science teachers' perceptions of their science content preparedness increased significantly with their participation in up to 80 hours of professional development.

DATA:

Impact of LSC on Teachers

Teacher Perceptions of Their Content Preparedness, by Extent of Participation in Professional Development



IMPLICATIONS:

K-8 science teachers who participated in LSC professional development experienced an increase in their perceptions of content preparedness. This effect was most evident in the first 80 hours of professional development; however, there was substantial room for further growth in teacher content knowledge. The latter finding could be attributed to the minimal coursework in science content of many K-8 teachers. LSC training may represent the first substantial opportunity teachers had to learn more science content. In contrast, K-8 and 6-12 mathematics teachers perceived their content knowledge to be much higher than the science teachers; consequently, as a group, they did not exhibit the same pattern of increased growth.

LSC Research Updates are based on a 10-year study of the Local Systemic Change for Teacher Enhancement program (LSC) by Horizon Research, Inc., and supported by the National Science Foundation (NSF). For more details about the study, please see our website: www.pdmathsci.net