

LSC RESEARCH UPDATE

Professional Development Combined with Use of District-Designated Materials Linked to Higher Quality Classroom Lessons

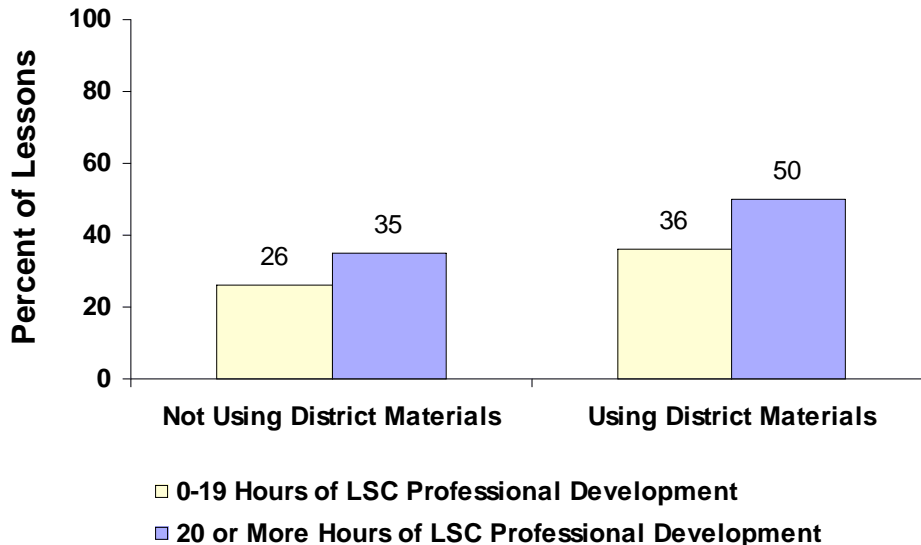
FINDING:

A combination of teachers receiving 20 or more hours of professional development along with using district-designated instructional materials doubled the percent of lessons rated highly compared with teachers not using the materials and having less than 20 hours of professional development.

DATA:

Impact on Lesson Quality

Highly-Rated Lessons, by Use of District-Designated Materials and Participation in LSC PD



IMPLICATIONS:

Classroom observation data from LSC sites found that lessons adhering to district-designated instructional materials were more likely to be rated highly than lessons in which teachers modified the instructional materials. While the presence of high-quality materials can improve the quality of lessons, targeted professional development is a critical element that enables the materials to be used more effectively. Many district-designated materials required pedagogy and content unfamiliar to teachers; teachers can benefit from sustained, in-depth professional development in both of these areas.

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) under contract numbers RED-9255369 and REC-9912485. Any opinions, findings and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation. For more details about the study, please see our website: www.pdmathsci.net
March 6, 2006