

LSC RESEARCH UPDATE

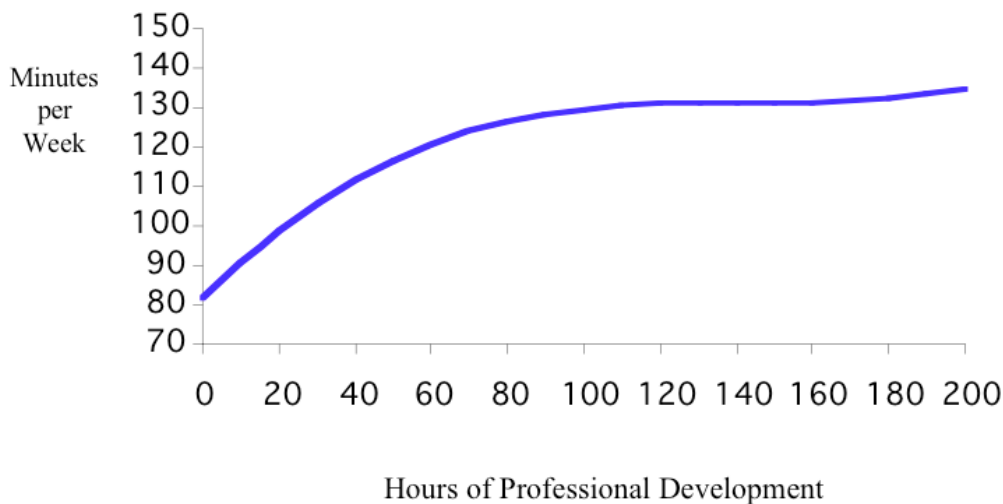
Professional Development Linked To Increased Time Spent Teaching Science

FINDING:

K-5 teachers in self-contained classrooms significantly increased the time spent teaching science after participating in professional development.

DATA:

Impact of LSC on Teachers Instructional Time Devoted to Science (K-5 self-contained classes), by Extent of Participation in Professional Development



IMPLICATIONS:

K-5 teacher participation in LSC professional development is linked to an increase in their time spent teaching science. Because many elementary teachers have little background or training in science content or pedagogy, and because science learning has not been assessed in many states, teachers often minimize the amount of time devoted to the science instruction and emphasize literacy and/or mathematics. LSC professional development provided elementary teachers with increased understanding, expertise and motivation to teach science.

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