LSC RESEARCH UPDATE

Use of District-Designated Materials Increases Quality Rating of Classroom Lessons

FINDING:
Lessons in which teachers implemented the district-designated instructional materials as designed were much more likely to be rated highly.

DATA:

Impact on Lesson Quality
Highly-Rated Lessons, by Adherence to District-Designated Materials

IMPLICATIONS:
Districts involved in the LSC worked to select instructional materials that were carefully designed, field-tested, and research-based. Generally, teacher-made materials lack focus and rigor, and as the TIMSS data have shown, many other instructional materials are “a mile wide and an inch deep.” Also, as TIMSS reported, teachers rely heavily on the instructional materials that are provided for them. As a result, if teachers are provided with high-quality materials, lessons using these materials are more likely to be rated highly.

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