

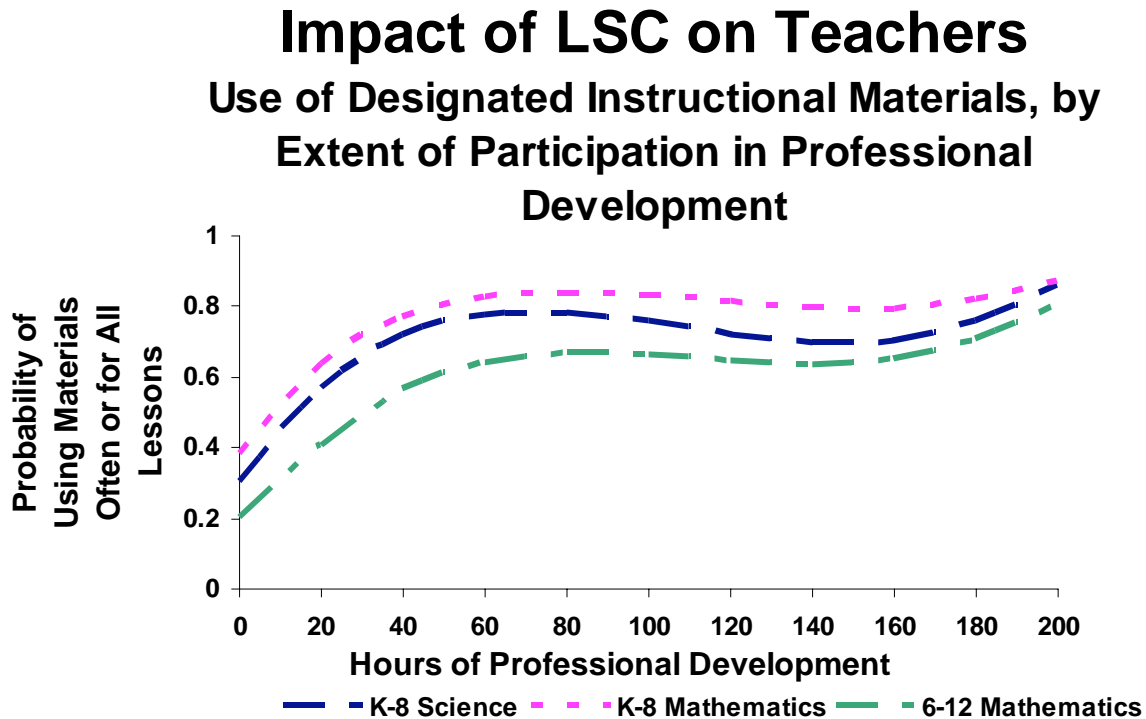
LSC RESEARCH UPDATE

Professional Development Increases Use of Instructional Materials

FINDING:

The likelihood that K-8 science and K-12 mathematics teachers would use district-designated instructional materials increased significantly based on the extent of participation in professional development, especially in the first 80 hours.

DATA:



IMPLICATIONS:

The Concerns-Based Adoption Model (CBAM) suggests that teachers must have a range of concerns and questions about instructional materials addressed in order to use them effectively. The early concerns often relate to basic information about the nature and design of the materials; then move to the logistics and mechanics of use; and finally to ways to implement the materials successfully in their classrooms. LSC professional development provided teachers with a sequence of training that included materials awareness, details of implementation, and content knowledge needed to understand key concepts in the materials. All of these components likely contributed to increasing teachers' comfort with the materials and the probability that they would use the materials in their lessons.

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