Does STEM Teacher Professional Development Matter to Student Performance?

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Abstract: There are many studies dealing with the impact of sustained and systematic teacher professional development and its potential positive influences on student achievement. However, many studies using national datasets indicate that professional development has little or no effect on student performance. Why are there differences in these findings? Why are there guidelines for professional development that either are not followed or ignored by school leadership and professional development providers?

In our study we controlled the scope of professional development teachers received for three years and incorporated sustained and systematic aspects along with an observation protocol for estimating teacher fidelity of implementation. We used three contrast groups, student academic changes in the whole school from the base year (before the study started) throughout the three years of the study, a group of 60 students randomly selected from the teachers with the best implementation, and a propensity score matched group of 60 students from the teachers with the lowest levels of implementation.

This study has not been published or presented yet, so if you want to know the answers to the questions, then you will have to attend the session 😊.

Robert M. Capraro, was associate editor of American Educational Research Journal (2004-2007) and is associate editor of journal of the School Science and Mathematics Association. Robert was selected as a minority scholar for 2007 by the Educational Testing Service and selected as president elect and program chair for the Southwest Educational Research Association. Robert is the author or co-author of several book chapters and journal articles on mathematics education, quantitative research methods, and teacher education.