

ABSTRACT

DURATION OF TEACHER PARTICIPATION IN A PROFESSIONAL DEVELOPMENT PROJECT: RELATIONSHIP TO STUDENTS' MATHEMATICS ACHIEVEMENT IN GRADES 2-6

In 1998 the National Science Foundation funded a 5-year Local Systemic Change project entitled *Strategies for Teacher Excellence Promoting Student Success* (STEPSS). The project's goal was to increase the mathematics performance of students in Grades K to 6 throughout a 24,000-student school district in Central California by providing a sustained program of mathematics professional development for all of the districts' elementary school teachers.

The current study was designed to determine the relationship between the number of years that the district's teachers participated in the STEPSS professional development program and their students' performance on statewide mathematics assessments. Analyses revealed that student performance on the mathematics sections of state-administered achievement tests was significantly and positively related to the number of years that a teacher had participated in STEPSS activities, providing evidence not only for the effectiveness of the STEPSS professional development model, but for professional development programs that are sustained over time.

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May 2005