An investigation of a professional development program using industry partnerships and student achievement

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Abstract
This investigation examined the impact on student achievement of teachers who participated in a professional development program using industry partnerships. One treatment and one non-treatment school in a large urban school district served as the sites for this inquiry with teacher participation in a professional development program and the achievement data of their science students being collected during the 2001-2002 school period. The impact of a teacher professional development program with industry partnerships such as Education for the Energy Industry (EEI) on student achievement in science was determined. National and state standardized tests were analyzed using extant data obtained from administering the fourth through the eighth grade Iowa Test of Basic Skills (ITBS) test and the eighth grade Texas Assessment of Academic Skills (TAAS) test. The differential influence of a professional development program for teachers on the achievement of students of diversity was determined by the TAAS scores and ITBS scores, which were partitioned by treatment condition and student ethnicity. Findings from this quantitative investigation suggest enhanced student achievement in science if teachers participated in a professional development program involving industry partnerships.

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Subject
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Citation
Using acquired data, students construct map layouts that demonstrate good cartographic design. They could use a raster-based program for study of a local issue (MFTeach) and a vector-based program for their global focus. The world is constantly changing, therefore use of geotechnology, such as GIS, enables students to appreciate the earth’s features and how they are continually being monitored. Investigation of career opportunities is undertaken by students in order to evaluate a variety of career paths. Students are provided with the opportunity to create a portfolio that is indicative of their best work (e.g., charts, maps, diagrams, reports, analysis, images, and digital files). Student Achievement -Obstacles or opportunities: using the ccss, parcc and educator evaluation to improve student achievement. student achievement. student achievement. common standards, common assessments uncommon results. common core state. HIGH SCHOOL ACHIEVEMENT IN AMERICA: What Do We Know? - Louisiana high school commission the education trust december, 2004. what do we know about student achievement?. These teachers’ students achieved significantly greater learning gains on science pre- and post-tests than comparison students whose teachers received content training only, Roth, K. J., Garnier, H. E., Chen, C., Lemmens, M., Schwille, K., & Wickler, N. I. Z. (2011). Effects of an early literacy professional development intervention on Head Start teachers and children. Journal of Educational Psychology, 102(2), 299–312. At the heart of the model are local school-university partnerships, each of which operates as an autonomous site to support context-specific strengths and meet context-specific challenges. Despite the autonomy of the local sites, there are common design features and core principles that guide each site and are aligned with all of the elements identified in our research.