

Science Professional Learning Enriching DSCs & the Instruction of Teachers (SPLENDIT)

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Project PIs

Overview

This project explores how the professional learning (PL) of District Science Coordinators (DSCs), science curriculum specialists, science instructional coaches (the person in the district that provides science professional learning to science teachers) impacts, if at all, the instruction and retention of secondary science teachers with less than five years of teaching experience. Interested DSCs will need to apply to participate in the project. Selected DSCs will need to identify two teachers they work with to participate in the study. Once DSCs are selected, they will report on their participation in PL during the last 12 months. Teachers will report on their classroom instruction. Data will be collected over multiple time points across one academic/school year. Data will also be needed from the district about the retention of new secondary science teachers in the district.

Qualifications & Requirements

We are looking for DSCs who currently work in high-need school districts and who work directly with secondary science teachers in their first five years of teaching. Overall, thirty-three DSCs and sixty-six teachers will be selected for the study. Participating DSCs must be able to support a request for research in their districts.

All selected DSCs will need to identify two new secondary science teachers from their district to participate in the research.

The table below shows the data collection for participating DSCs and teachers through the course of the study.

	DSCs	Teachers
Summer 2023	Pre-Interview Equity Survey NGSS Survey	Pre-Interview Equity Survey NGSS Survey
Fall 2023-Spring 2024	PL Reports (3) PL Interviews (3) PL Log, monthly	Week in Review Self Report (3) Week in Review Interview (3)
Summer 2024	Exit Interview Equity Survey NGSS Survey Focus Group Interview	Exit Interview Equity Survey NGSS Survey Focus Group Interview

Research & Evaluation

To determine the impact of the PL of DSCs on their work with teachers, information about DSCs engagement in PL and the work of science teachers will be collected over the year. Throughout the course of the study, DSCs will report on their work with teachers throughout

the academic year. Teachers will report upon their instruction in their classroom. Survey data, self-reports, interviews, and focus groups will be utilized to understand if there is a relationship between the level of PL and the instruction and retention of secondary science teachers in their first five years. The data collection will be a maximum of 10 hours across the course of the year.

Data are being collected to answer two questions:

- 1) How, if at all, does the PL of DSCs impact the effective instruction (e.g., implementation of 3D instruction, equitable instruction) of new secondary science teachers in high-need school districts?
- 2) How, if at all, does the PL of DSCs impact the retention of new secondary science teachers in high-need school districts?

Compensation

All DSCs and teachers will receive **\$500 total** in two installments for participating in the entire data collection process (mid-school year and end-of-school year). Payment will be disseminated based upon completion of logs, surveys, interviews, and focus groups.

Interested or Questions?

If you are interested, please send an email to The SPLENDIT Research Team (DSCNoyce4@g.clemson.edu), Brooke Whitworth bwhitwo@clemson.edu, or Julie Luft (jaluft@uga.edu), or use this link https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_23REWPgA4IGTzCe

Questions can be directed to Brooke Whitworth at Clemson University, bwhitwo@clemson.edu, or Julie Luft at the University of Georgia, jaluft@uga.edu.

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