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## **Washington Principal Honored for Research on Lesson Study**

**Bloomington, IN**—Dr. Whitney Meissner, a principal at Chimacum High School in Chimacum, Washington, has received Recognition of Merit in the 2008-09 PDK International Outstanding Doctoral Dissertation Award program. Meissner received the award for her research on the impact of the lesson study model of professional development on teaching and learning. Her dissertation is titled “Teacher Perception, Lesson Study and Science Achievement.”

“Research—discovering new and better ways for teachers to teach and students to learn—is central to PDK’s longstanding mission,” said PDK Executive Director Dr. William Bushaw. “We are thrilled to honor Dr. Meissner’s important work.”

PDK international is a global association of education professionals. The PDK Outstanding Doctoral Dissertation Award is designed to further research in education. It is given to the PDK member whose dissertation best meets the criteria of sound scholarship and shows the most promise for improving education. In addition to the Outstanding Doctoral Dissertation Award, three members received Recognition of Merit for their dissertations. PDK received about 50 submissions for the award. A panel of education researchers reviewed the submissions.

“Thank you, PDK, for this recognition,” Meissner said. “It is truly an honor and a privilege to receive this prestigious award for my dissertation. I’m looking forward to publishing my results and continuing my research and leadership.”

In her research, Meissner used a quantitative study to compare two groups of teachers—one group that used lesson study and one group that did not—to see how lesson study impacted science curriculum, instruction, and student achievement. Lesson study is a collaborative model based on Japanese methods in which groups of teachers collectively design, implement, observe, debrief, and evaluate lesson plans and student learning.

The study found that the group of teachers who took part in lesson study had statistically significant differences from those who did not. The students of teachers using lesson study had higher mean scores on the science Washington Assessment of Student Learning, and the teachers reported having higher levels of knowledge, experience, and confidence with lesson study collaboration, science curriculum, and science pedagogy.

An announcement of Meissner’s award will be published in the June 2009 issue of *Phi Delta Kappan*, the nation’s leading journal on education policy and practice.