

**National Comprehensive Center for Teacher Quality**  
**National Issue Forum**  
*From Planning to Action: Effectively Using Your Professional Development Resources*

**Professional Development Policy Matrix**

The National Comprehensive Center for Teacher Quality developed this professional development policy matrix as a resource to facilitate discussion among participants during the working sessions at the 2008 March Issue Forum, “From Planning to Action: Effectively Using Your Professional Development Resources.” During the working sessions, regional comprehensive center and state teams will dialogue about how state education agencies can improve teacher quality through professional development and the effective use of professional development resources. **This matrix is intended to help participants identify other states that have professional development initiatives in place similar to activities in their own state.**

The matrix summarizes state professional development initiatives in three typically challenging teacher quality arenas: special education, English language learners, and mathematics and science. Information in the matrix is based solely on a review of professional development initiatives described in each state’s Highly Qualified Teacher (HQT) State Plan. There are two types of information available in the matrix:

- An X suggests that a state specified its efforts to support professional development in one of the three areas. It is not necessarily the case that a state does not support professional development in an area in which there is no X, but such support was not explicit in the HQT State Plan. A state may support professional development initiatives in other content areas as well, which would not be captured in this matrix. In addition, an X does not necessarily mean that a state has already implemented its plans.
- In order to facilitate discussion about how states can improve teacher quality through professional development, a number of examples of state-supported programs are described, including, when possible, a link to the relevant website.

Using information provided by each state’s HQT plan, it seems that there are few statewide initiatives that focus specifically on improving teacher quality for special education, English language learners, and mathematics and science through professional development. However, it may be the case that states have programs that were not detailed in their state plans or are still materializing. Across states, there appears to be a great degree of overlap with certain professional development programs, such as Middle Level

—DRAFT: DO NOT CITE—

Mathematics. There also is a great deal of support in many states for literacy professional development programs at the state level, which are not reflected in this matrix.

The prevalence of Xs in the matrix demonstrates that states are committed to supporting teacher professional development in the specified shortage area. The key is to make sure that not only are state-level professional development programs strategically tied to a state’s specific needs, but that there are also strategies for confirming the effectiveness of these programs. It is hoped that dialogue among state officials will help to further our understanding of which initiatives most effectively improve teacher quality and how states can overcome barriers to implementing them.

*The National Comprehensive Center for Teacher Quality intends to post this matrix online, so if you notice any mistakes or misrepresentations, please let us know. E-mails may be sent to [Ellen.Behrstock@learningpt.org](mailto:Ellen.Behrstock@learningpt.org).*

<b>State</b>	<b>Special Education</b>	<b>English Language Learners</b>	<b>Mathematics and Science</b>
<b>Alabama</b>		X	X
<b>Alaska</b>	X		X
<b>Arizona</b>			
<b>Arkansas</b>	X		X
<b>California</b>	X	The California Department of Education developed the English Learner Subgroup Self Assessment (ELSSA). This Academic Program Survey instrument was designed to serve as a technical assistance tool for local education agencies in analyzing and addressing program services to the English learner subgroup. More information can be found online at <a href="http://www.cde.ca.gov/sp/el/t3/documents/ELSSA.doc">www.cde.ca.gov/sp/el/t3/documents/ELSSA.doc</a> (pp. 9–10 address professional development).	X
<b>Colorado</b>	X	X	X
<b>Connecticut</b>	X	X	X

—DRAFT: DO NOT CITE—

<b>State</b>	<b>Special Education</b>	<b>English Language Learners</b>	<b>Mathematics and Science</b>
<b>Delaware</b>	X	X	X
<b>District of Columbia</b>			
<b>Florida</b>			
<b>Georgia</b>	X		X
<b>Hawaii</b>	X		X
<b>Idaho</b>	X	X	<p>In 2002, the Idaho Math Academy was established to create a comprehensive and sustainable professional development program for mathematics teachers, particularly at the middle school level. The Academy also provides teachers an opportunity for networking and follow-up activities. Since 2003, 100 middle school mathematics teachers have attended the one-week institute each year. The academy includes three two-day workshops on “Effective Strategies for Struggling Middle School Math Students.” As a follow-up, middle schools are invited to a three-day conference on “Improving Middle School Math Performance,” which provides additional information on best practices, progress monitoring, leadership, coaching, and instruction.</p>

State	Special Education	English Language Learners	Mathematics and Science
<b>Illinois</b>	X	X	Of the 22 NCLB <i>Improving Teacher Quality</i> grants, providing more than 2,300 hours of intensive, high-quality, research-based professional development activities aimed at improving teacher quality, nearly 70 percent focus on professional development for teachers of mathematics and science. One such grant is for the Science Teaching Excellence Partnership (STEP), which was designed to improve mathematics instruction in Grades K–12 in rural schools, with a focus on Grades 4–9. Its goal is to enable teachers to evaluate student data; enhance professional development in science, mathematics, and pedagogy; and organize curriculum to focus on the Illinois Learning Standards in science and mathematics. Nearly three fourths of participants saw improved state test scores in their schools.
<b>Indiana</b>		The Indiana Department of Education sponsors a K–12 English as a Second Language Conference each spring for more than 500 teachers throughout Indiana. Participants include mainstream, language, and teachers of English as a second language, as well as administrators and other instructional personnel. Materials for the 2004–2007 spring conferences can be found online at <a href="http://www.doe.state.in.us/lmmp/conferences.html">www.doe.state.in.us/lmmp/conferences.html</a> .	X

—DRAFT: DO NOT CITE—

<b>State</b>	<b>Special Education</b>	<b>English Language Learners</b>	<b>Mathematics and Science</b>
<b>Iowa</b>			
<b>Kansas</b>	X	X	X
<b>Kentucky</b>			X
<b>Louisiana</b>	X		X
<b>Maine</b>	X		The Maine Department of Education provided various NCLB Title II grants to improve mathematics and science professional development. Among these are Mathematics: Access and Teaching in High Schools (Maine-MATHS), which designs, implements, and evaluates professional development for teachers, teacher leaders, and administrators, and Creating a Network of Educators to Communicate About Teaching Math (CNECT-Math), which uses a professional development model designed to improve teachers' knowledge and data analysis skills and facilitate collaboration in a regional learning community. More information can be found online at <a href="http://www.mmsa.org/mathematics/math_projects.php#maths">www.mmsa.org/mathematics/math_projects.php#maths</a> .
<b>Maryland</b>	X	X	X

—DRAFT: DO NOT CITE—

State	Special Education	English Language Learners	Mathematics and Science
<b>Massachusetts</b>	In 2006, Massachusetts created a statewide program of free special education professional development summer content institutes in order to increase the practical and policy knowledge of special education professionals. Each institute provided at least 45 hours of instruction between June and December 31, 2006. The different institute descriptions can be found online at <a href="http://www.doe.mass.edu/sped/2006/institutes.doc">www.doe.mass.edu/sped/2006/institutes.doc</a> .	X	X
<b>Michigan</b>			X
<b>Minnesota</b>			X
<b>Mississippi</b>	X		
<b>Missouri</b>			X
<b>Montana</b>	X		X
<b>Nebraska</b>	X		X
<b>Nevada</b>	X	X	X
<b>New Hampshire</b>	X		X
<b>New Jersey</b>	X	The Office of Specialized Populations, in collaboration with New Jersey institutions of higher education, sponsors a year-long professional development opportunity for mainstream teachers and other school personnel who work with English language learners. Participants receive training in sheltered instruction and research-based content area lesson	X

State	Special Education	English Language Learners	Mathematics and Science
		planning for English language learners. University faculty members are available to provide ongoing support throughout the school year, including follow-up meetings and on-site visits. Also, New Jersey’s online virtual academy includes a tutorial for teachers with English language learners in their classes who have little previous experience or training in this area. More information can be found online at <a href="http://www.nj.gov/education/njpep/">www.nj.gov/education/njpep/</a> .	
<b>New York</b>	New York’s Special Education Training and Resource Centers (SETRCs) provide technical assistance to school districts identified as being in the greatest need of assistance. There are 42 SETRC programs dispersed across the state. They employ approximately 110 full-time professional development specialists as well as support staff. SETRCs provide inservice training and professional development for teachers currently in the classroom to improve teacher quality and provide technical assistance to school districts to implement school improvement plans. More information can be found online at <a href="http://www.vesid.nysed.gov/lsn/setrc.htm">www.vesid.nysed.gov/lsn/setrc.htm</a>	X	X

—DRAFT: DO NOT CITE—

<b>State</b>	<b>Special Education</b>	<b>English Language Learners</b>	<b>Mathematics and Science</b>
<b>North Carolina</b>			
<b>North Dakota</b>			X
<b>Ohio</b>	X		X
<b>Oklahoma</b>	X	X	X
<b>Oregon</b>		X	X
<b>Pennsylvania</b>			X
<b>Puerto Rico</b>			
<b>Rhode Island</b>	X		
<b>South Carolina</b>	X		X
<b>South Dakota</b>			X
<b>Tennessee</b>		X	
<b>Texas</b>	X	X	X
<b>Utah</b>	X		X
<b>Vermont</b>			X
<b>Virginia</b>	X	In Virginia, English language learner academies were developed. These include teacher reading academies for all elementary administrators, K–3 elementary teachers, K–3 teachers of English as a second language, Title I teachers, and K–3 special education teachers. The academies focus on effective instructional practices for English language learners. It was expected that 90 teachers would participate over a three-year period, representing school divisions with high numbers of English language learners.	X

—DRAFT: DO NOT CITE—

State	Special Education	English Language Learners	Mathematics and Science
<b>Washington</b>	Professional development in scientifically based reading research strategies was provided for 300 special education teachers who taught reading. The three-day professional development opportunity was conducted beginning in fall 2005.	X	X
<b>West Virginia</b>			
<b>Wisconsin</b>	X	When a district in Wisconsin is identified as enrolling concentrations of English language learners, they are eligible for state categorical aid. The five districts with the greatest percentage of non-HQT teachers and schools that did not meet AYP requirements are awarded targeted funds to address staffing and professional development needs. The department also developed a bulletin, <i>Best Practice Considerations When Serving Limited-English Proficient (LEP) Students in K–12 Public Schools</i> . More information can be found online at <a href="http://www.dpi.state.wi.us/ell/resources-ta.html">www.dpi.state.wi.us/ell/resources-ta.html</a> .	X
<b>Wyoming</b>	X		X