



PROFESSIONAL DEVELOPMENT PRESCRIBED BY SEA OR DETERMINED BY SCHOOL OR DISTRICT

The role of state education agencies (SEAs) in providing professional development to low-performing schools and districts can range from requiring uniformity of certain professional development across the state to allowing for complete local control. For example, some SEAs might require all their low-performing schools and districts to participate in the same professional development on leadership or data analysis while others may offer a menu of professional development opportunities or vendors from which a school or district may select those offerings relevant to their unique needs. This table outlines selected services that are primarily prescribed by the SEA and those that are primarily determined by the school or district.

	Primarily Prescribed by SEA	Primarily Determined by School or District	Other
Connecticut	SEA preapproves a list of providers to help schools work on data-driven decision-making, executive coaching, effective instruction (special education, English language learners—ELL), and a standards-based curriculum.	There is some professional development chosen from approved state list.	District and SEA team negotiate professional development based on needs and plans.
Maine	All schools submitting professional plans must demonstrate that they used the No Child Left Behind (NCLB) criteria for professional development in order to receive funding.	Schools shape their own professional development. State offers pilot webinars on instructional issues, formative assessment initiative.	
Massachusetts	Principals of underperforming schools must participate in prescribed leadership development. Districts must provide schools with “10 conditions” including: full-time English language arts and math coaches, weekly common planning time, and at least 5 days of professional development per year.	Priority schools are offered professional development and can choose.	Targeted districts and assigned SEA staff negotiate professional development and other supports needed to implement plans.

	Primarily Prescribed by SEA	Primarily Determined by School or District	Other
New Hampshire	There is required participation of district teams in summer institute, with assigned facilitator.	Areas of focus and amount of professional development; use of instructional coaches is chosen, along with whether, when, and how to ask regional service teams for support in content areas and with subgroups.	
New York	Regional School Support Centers (RSSCs) and networks provide professional development and technical assistance and broker other supports. Reading First supports are in place for participating schools. Instructional supports vary by region. When low-performing districts under NCLB are also designated as low-performing districts by the Vocational Educational Services for Individuals with Disabilities (VESID), special education supports are prescribed to ensure compliance.	Districts and schools identify and implement priority professional development initiatives, according to their school plans; RSSCs offer but do not require participation in professional development or consultations.	New York City, the Big Four districts (Buffalo, Syracuse, Yonkers, and Rochester) have district-negotiated agreements developed jointly by state and district leaders. These agreements articulate professional development to be engaged.
Puerto Rico	Leadership, team building, and other professional development as determined by subcontractors. Some instructional professional development; varies by subcontractor.	Educators choose instructional professional development unless prescribed by subcontractor.	
Rhode Island	Facilitators and/or leadership mentors are engaged in every district; varies by district.	Districts generate professional development plans based on self-assessment.	Professional development is mutually determined by SEA and district and documented in the district-negotiated agreement.
Vermont	Principal learning communities (PLCs) are prescribed for principals of all schools identified in 2007–08; others may participate.	Professional development in developing assessments, work in content areas, and a range of offerings.	

Source: Authors' compilation based on interviews and focus groups, July to November 2007.