

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.2: The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in section 9101 (34).)

In the following chart, please provide baseline data and targets for the percentage of teachers receiving high-quality professional development. The term “high-quality professional development” means professional development that meets the criteria outlined in the definition of professional development in Title IX, Section 9101(34) of ESEA. For more detailed information on high-quality professional development, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/offices/OESE/SIP/TitleIIguidance2002.doc>

For baseline data, please indicate the percentage of teachers who received “high-quality professional development” in the 2002-2003 school year. For targets, please indicate the percentage of teachers who will receive “high-quality professional development” through the 2005-2006 school year. The data for this element should include all public elementary and secondary school teachers in the State.

Response: Percentage of Teachers Receiving High-Quality Professional Development

Baseline Data and Targets	Percentage of Teachers Receiving High-Quality Professional Development
2002-2003 Baseline	73*
2003-2004 Target	80
2004-2005 Target	90
2005-2006	100

Response:

These numbers represent the best information available at this time. Systems are being put in place to enable us to collect this data at the individual teacher level beginning in the 2003-04 school year.