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1,2

The VOICE

What supports could teachers benefit from to help students master the Massachusetts state standards?

Principals and superintendents agree that teachers could benefit from support to help disadvantaged students master the state's standards.

Teachers need support to:	Superintendent % large extent	Principal % large extent
implement students' Individualized Education Plans	43	42
address the instructional needs of English Language Learners	29	34
provide additional supports for students with varying intensities of academic need	38	45
implement inclusive practices to support needs of all learners.	44	50

VISTA data source: Superintendent survey questions B4a-d; principal survey questions B3a-d

Half of all principals and 44% of superintendents indicated that teachers need help to implement inclusive practices in order to support the needs of all learners. Over four in ten principals (42%) and superintendents (43%) reported that teachers need extensive help in implementing Individualized Education Plans. A similar percentage of principals felt that teachers need help in providing additional supports for students with varying intensities of academic need (45%), with a smaller percentage of superintendents (38%) responding in kind. Approximately one-third of all principals and 29% of superintendents responded that teachers need help to address the instructional needs of English Language Learners (ELLs). The greatest need for teachers is in supporting them with the implementation of inclusive practices within their classrooms.

ESE Policy Highlight

To renew a professional license, educators must earn at least 150 professional development points (PDPs). At least 15 PDPs should be related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.

ESE Resources

- Free, self-paced online courses on Inclusive Practice
- Training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles:
- [Foundations for Inclusive Practice: Administrator](#)
- [Foundations for Inclusive Practice: Educator](#)
- Graduate-level courses through [The Massachusetts Focus Academy](#) on a variety of topics (e.g., Universal Design, differentiated instruction)

ESE's work on curriculum and instruction is led by the Center for Instructional Support, whose mission is to ensure that all students, especially students of color, economically disadvantaged students, students with disabilities, and English learners, have access to effective educators.