

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

Highly Qualified Teacher and Equity Issues in Sample State
A Memo Prepared for Sample State Education Agency
Month XX, 2008

Background

This section briefly summarizes the conditions in the state that led to the review of its highly qualified teacher (HQT) and equity plans by the National Comprehensive Center for Teacher Quality. We will describe any major changes taking place in the state that could potentially affect efforts to meet HQT and equitable distribution goals.

Summary of HQT Data

To set the context for discussing HQT and equitable distribution issues, we provide a short analysis of the state’s HQT data. The analysis will describe areas in which the state is meeting its HQT and equity goals and identify key areas in which it is not meeting its goals or is lagging behind national averages. Rather than simply restating what is in the state plan, the goal of the data analysis is to try to identify patterns or factors affecting the results. We also use information from the state plan to better understand the HQT and equitable distribution data and to propose areas for further consideration.

Tables 1 and 2 illustrate the type of data included in a review of a state’s plan.

Table 1. Percent of Core Classes Taught by HQTs, 2005–06

	All Schools	Elementary Schools	Secondary Schools
Sample State			
National Average			

Table 2. Percent of Core Classes Taught by HQTs, by Poverty 2005–06

	All Schools		Elementary Schools		Secondary Schools	
	Low Poverty	High Poverty	Low Poverty	High Poverty	Low Poverty	High Poverty
Sample State						
National Average						

Five HQT Challenges for Sample State

Based on a review of the state’s HQT plan and equity plan, we will identify five major HQT challenges that the state is facing. The challenges will focus on the key areas on which a state should focus for addressing its HQT goals. In a recent analysis of a state’s HQT plan and equity plan, we identified issues related to data collection and validation, the process for updating the plans, strategies for implementing the plan, and holding local education agencies accountable. The purpose of this section is to identify high-priority areas that are likely to have a substantial impact on efforts to meet HQT and equitable distribution goals.

In addition, we will provide one or more examples of resources and technical assistance from the National Comprehensive Center for Teacher Quality that can support the state in addressing each challenge. We will direct the state to online or print resources that directly respond to the needs of the state. In addition, we will describe the type of technical assistance available from our staff that can support the state in meeting its HQT and equitable distribution goals.

Staff members from the National Comprehensive Center for Teacher Quality and your regional comprehensive center discuss the results of the review with officials from your state to explain our findings, obtain the state’s perspective on these issues, and develop next steps for how the National Comprehensive Center for Teacher Quality can support and assist the state.