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Turning State Plans Into Action

Introduction

Each State has devoted a great deal of time and effort into the development of a highly qualified teacher plan. The time has come to move the ideas and strategies from the state plans into action. The National Comprehensive Center for Teacher Quality (NCCTQ) developed *Turning State Plans Into Action* as a practical tool to assist teams of state education agency (SEA) and Regional Comprehensive Center (RCC) staff in determining action steps for the work that is proposed in the state plans.

The tool is designed to reflect the three strands of the NCCTQ Issue Forum, *From Planning to Action: Implementation of the Highly Qualified Teacher State Plans*. The three strands include the following:

1. Using data to target resources.
2. Providing technical assistance to local education agencies (LEAs) to meet highly qualified teacher plans.
3. Ensuring equitable distribution of highly qualified teachers.

The three strands of the Issue Forum align with the requirements of the highly qualified teacher plans, such that Strand 1 aligns with Requirement 1, Strand 2 aligns with Requirements 2 to 4, and Strand 3 aligns with Requirement 6. Because states no longer have to address Requirement 5 (related to HOUSSE), it does not align with the Issue Forum strands.

The *Turning State Plans Into Action* tool has the potential to achieve two broad goals because it documents specific tasks, resources, barriers and methods for minimizing barriers, and measures of success. These two goals include the following:

- **Continuity of Planning, Collaboration, and Action.** A core group of SEA staff as well as an RCC liaison will collaborate and plan together across the three strands of the NCCTQ Issue Forum to populate the action plan. Each team should strategize on how to implement the action planning tool once the Issue Forum is over.
- **Building Capacity for Moving Plans Forward.** For each strand of the Forum, teams will build capacity at both the state level and at the Regional Comprehensive Center level for moving state highly qualified teacher plans into action.

Glossary of Terms Used in Table Columns

- **Actionable HQT Plan Task.** Any work to be done as part of the state plan. HQT plan tasks may include ongoing work or new work proposed in the state plan. Actionable tasks should be specifically defined efforts, such as reprogramming online data systems as HOUSSE rules phase out, reevaluating the use of a grow-your-own program once 2006–07 data are available, or hosting data retreats for district administrators. Following each action planning table and summary section is a box that includes sample actionable HQT plan tasks that were pulled from the *Model Components for Revised State HQT Plans* document. The *Model Components* document captures the components submitted by the nine states that successfully met all six criteria outlined by the U.S. Department of Education. The document can be found online at www.ncctq.org/ModelComponentsMatrix.pdf.
- **Necessary Resources.** Resources include people, time, money, technology, data, and/or materials that will be necessary to complete the task. For example, where is the funding coming from to support the implementation? Are those financial resources currently in place? If not, how will those resources be obtained (or secured)? How will other resources be obtained?
- **Measures of Success.** This is a very important component of action planning. How will the task be measured (what instruments will be used and what will be the benchmarks) to determine the success of the work? How will the impact of implementation be evaluated? If specific data are needed for this task, include in the Necessary Resources column.
- **Barriers and Ideas for Minimizing Barriers.** Barriers are factors—political or resource related—that might stand in the way of completing the task. Ideas for minimizing barriers are strategies or actions that have potential for decreasing the influence of barriers on completion of the task.
- **Person(s) or Group Responsible.** This section should include who (individual or group) will be responsible for executing a task or piece of work. It is advisable to designate one point person for each task.
- **Timeline.** A sequential listing that includes all important dates and milestones for completing tasks.
- **Role for the Regional Comprehensive Center (RCC).** Specific actions the RCC can take to assist with the implementation process for this Actionable HQT Plan Task. For example, an RCC might provide workshops, presentations, or research from other states.
- **Summary.** A statement that describes the three to five main tasks your state intends to pursue for each strand. Task choices should include those that the team deems of highest priority and/or the most feasible to pursue. For example, keep in mind that some tasks may logically precede other tasks or some tasks are closely related, and working on one will help in working on the other. The final list of actions to pursue across the three strands should be collectively feasible. (*Note:* Strand 2 covers three requirements from the state plans, so the summary for Strand 2 may draw from all three of those requirements. The summary section for Strand 2 can be found on page 8.)

Strand 1. Using Data to Target Resources

Draw from State Plan Requirement 1: The revised plan must provide a detailed analysis of core academic subject classes that are currently not being taught by highly qualified teachers. *Directions:* After identifying each task, work across to determine the necessary resources, barriers, and timeline.

Actionable HQT Plan Task	Necessary Resources	Measures of Success	Barriers and Ideas for Minimizing Barriers	Person(s) or Group Responsible	Timeline	Role for the RCC

Strand 1 Requirement 1 Summary

Summary for Strand 1 (three to five main tasks)

Sample Actionable HQT Plan Tasks for Strand 1 Requirement 1

- Specifically target HQT challenges of rural schools by showing how problems will be addressed with district HQT plans that include specific timelines, benchmarks, and resource allocations that support teachers working to achieve HQT status (Kansas)
- Give priority funding to HQT improvements (Louisiana)
- Maintain an online planning tool for districts (Ohio)
- Hold regular meetings with LEAs to assist them with data system improvements responsive to HQT issues (Nevada)

Strand 2. State Technical Assistance for LEAs to Meet Highly Qualified Teacher Plans

Draw from State Plan Requirement 2: The revised plan must provide information on highly qualified teacher status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain such status as quickly as possible. *Directions:* After identifying a task, work across to determine the resources, barriers, and timeline.

Actionable HQT Plan Task	Necessary Resources	Measures of Success	Barriers and Ideas for Minimizing Barriers	Person(s) or Group Responsible	Timeline	Role for the RCC

Strand 2. State Technical Assistance for LEAs to Meet Highly Qualified Teacher Plans

Draw from State Plan Requirement 3: The revised plan must include information on the technical assistance, programs, and services the SEA will offer to assist LEAs in successfully completing their highly qualified teacher plans, particularly in LEAs where larger groups of teachers are not highly qualified, and the resources the LEAs will use to meet their highly qualified teacher goals.
Directions: After identifying each task, work across to determine the necessary resources, barriers, and timeline.

Actionable HQT Plan Task	Necessary Resources	Measures of Success	Barriers and Ideas for Minimizing Barriers	Person(s) or Group Responsible	Timeline	Role for the RCC

Strand 2. State Technical Assistance for LEAs to Meet Highly Qualified Teacher Plans

Draw from State Plan Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent highly qualified teacher goal by the end of the 2006–07 school year. *Directions:* After identifying each task, work across to determine the necessary resources, barriers, and timeline.

Actionable HQT Plan Task	Necessary Resources	Measures of Success	Barriers and Ideas for Minimizing Barriers	Person(s) or Group Responsible	Timeline	Role for the RCC

Strand 2 Requirements 2–4 Summary

Summary for Strand 2 (three to five main tasks)		
Sample Actionable HQT Plan Tasks for Strand 2 Requirement 2	Sample Actionable HQT Plan Tasks for Strand 2 Requirement 3	Sample Actionable HQT Plan Tasks for Strand 2 Requirement 4
<ul style="list-style-type: none"> • Provide technical assistance through regional counselors located in each region of the state and assigned to LEAs in that region (Louisiana) • Operate an HQT assistance “hotline” for districts as well as a website with all federal and state policy documents and guidance; the hotline and website are user-friendly ways for LEAs to access information from the SEA and for the SEA to learn about issues concerning schools and districts across the state (New Jersey) • Require that SEA funding support for LEAs is based on approved HQT plans from its LEAs (South Carolina) • Require LEA plans to identify funding sources and amount of money allocated per teacher to achieve HQT status (Kansas) 	<ul style="list-style-type: none"> • Use the statewide digital network for meetings to review district data, assist with implementing LEA plans, and promote exchange of ideas among districts (South Dakota) • Develop and sustain working relationships and effective PK–16 collaboration between higher education and education at the state and local levels to leverage help for LEAs (Louisiana) • Work with the Southern Regional Education Board (SREB) middle school program to help that HQT problem area (South Carolina) • Give teachers from schools/districts needing improvement priority status for PD and other services (Ohio) 	<ul style="list-style-type: none"> • If a district fails to meet its 2006–07 goals, enter into an agreement with the district for 2007–08. If problems persist, the district will be required to develop an action plan in collaboration with the SEA and the SEA will assign a District Support Team specifically for that district (Kansas) • State initiatives for professional development are targeted to priority districts through its Regional School Improvement Teams (Ohio) • Maintain the Collaborative Assessment and Planning for Achievement Project (www.nj.gov/njded/capa/unit.htm), a detailed, intensive, collaborative examination of prioritized high-poverty schools that are in advanced AYP status (New Jersey)

Strand 3. Equitable Distribution

Draw from State Plan Requirement 6: The revised plan must include a copy of the state’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.
Directions: After identifying each task, work across to determine the necessary resources, barriers, and timeline.

Actionable HQT Plan Task	Necessary Resources	Measures of Success	Barriers and Ideas for Minimizing Barriers	Person(s) or Group Responsible	Timeline	Role for the RCC

Strand 3 Requirement 6 Summary

Summary for Strand 3 (three to five main tasks)

Sample Actionable HQT Plan Tasks for Strand 3

- Partner with other Western states to share multi-state resources for special education in particular (Western States Certification Consortium, South Dakota)
- Allow principals of high-need schools to have the first pick of teachers seeking transfers from other schools in the district (Clark County School District, Nevada)
- Include indicators in the LEA school accountability plans to track how districts are addressing equitable distribution of HQTs (New Jersey)
- Recruit Native American prospective teachers from 23 districts and provide them with stipends (New Mexico)
- Implement a new compensation system that recognizes the HQT issues for high-need schools and allows for tiered career paths (Louisiana)

Action Planning Tool Summary

Please use this section to document your team members as well as the three to five action steps your team plans to pursue for each one of the three strands. NCCTQ facilitators will collect these two summary pages of your action planning tool at the end of the Issue Forum.

Team Members

State Contact: _____ HQT Contact: _____ Regional Center Contact: _____

Action Steps

Strand 1 Action Steps (three to five)

How can the National Comprehensive Center for Teacher Quality be of assistance in helping to address these action steps?

What is your team's communication plan (Who will you talk to? When will you talk to them? What will you talk about? What will be the results of the conversations?) for pursuing Strand 1 Action Steps once the Issue Forum is over?

Strand 2 Action Steps (three to five)

How can the National Comprehensive Center for Teacher Quality be of assistance in helping to address these action steps?

What is your team's communication plan (Who will you talk to? When will you talk to them? What will you talk about? What will be the results of the conversations?) for pursuing Strand 2 Action Steps once the Issue Forum is over?

Strand 3 Action Steps (three to five)

How can the National Comprehensive Center for Teacher Quality be of assistance in helping to address these action steps?

What is your team's communication plan (Who will you talk to? When will you talk to them? What will you talk about? What will be the results of the conversations?) for pursuing Strand 3 Action Steps once the Forum is over?

The National Comprehensive Center for Teacher Quality is a collaborative effort of Education Commission of the States, ETS, Learning Point Associates, and Vanderbilt University.

