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

Session III: Technical Assistance Workshop
**Unpacking the Factors That Contribute to the
Distribution of Highly Qualified and Experienced Teachers**

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State Planning Tool for Using the Equitable Distribution Study Protocols

Step 1: Identifying Study Planning Committee

Determine who should participate on the planning committee, who should convene planning committee meetings, and who should lead them.

Potential participants include the following:

- State agency (teacher quality staff, data/technology staff, policy staff, testing/research staff)
- Regional comprehensive center and national content center liaisons, state managers
- Regional Education Lab (REL) personnel
- National Comprehensive Center for Teacher Quality staff members
- Researcher(s) (e.g., someone from an in-state institute of higher learning or other research organization) to conduct interviews, administer surveys, and analyze data
- Writer to work with researcher(s) to write analysis of data, policy brief, news release
- Internal reviewers (e.g., internal experts invested in the outcome of the study, members of the planning committee) to evaluate report
- External reviewers (e.g., experts in the field of mobility/teacher-quality research) to evaluate report after internal reviewers have examined it and revisions have been made

Step 2: Convening Planning Committee

Determine schedule for planning committee meetings; there should be approximately seven total meetings.

First Meeting

- Determine purpose and use for study.
- Determine research questions.
- Gain permission from state agency governing board to conduct study.
- Gain permission from comprehensive centers, RELs, and IHEs to conduct study.
- Create memorandum of understanding between partners for use of findings.

Second Meeting

- Review protocols and survey items.
- Identify sample.

Third Meeting

- Finalize protocols and survey items (this may require the work of a subcommittee).
- Establish timeline for conducting study and collecting data.
- Establish timeline for data analysis.
- Establish timeline for report development.
- Finalize sample design.

Step 3: Protocol Administration

- Contact schools to request participation and introduce researcher, explain purpose for study, and ask for schools to cooperate with researcher. This should be done by the state education agency (SEA).
- Schedule interviews and provide surveys for teachers (this should be done by the researcher), or mail surveys to teachers with return envelopes (this should be done by the SEA).
- Conduct interviews and collect data.
- Enter survey data into database; establish code scheme.
- Clean data.
- Conduct follow-up interviews as needed.

Step 4: Data Analysis

- Conduct data analysis based on established research questions.
- Share preliminary findings with planning committee (fourth meeting).
- Conduct additional analysis, if necessary.
- Confirm final findings with planning committee (fifth meeting).

Step 5: Report Development

- Determine outline for report (researcher and writer), which planning committee approves (sixth meeting).
- Draft report, which planning committee reviews and approves.
- Conduct internal reviews; make changes to draft.
- Send report to external reviewers.
- Incorporate edits from external reviewers into final report.
- Review and finalize report with copy editor.
- Write policy brief, which should be reviewed by internal and external reviewers and editor.

