

Special Education Resources

From the National Comprehensive Center for Teacher Quality

(October 2005–May 2009)

Following are summaries of resources developed by the National Comprehensive Center for Teacher Quality (TQ Center).

EDT

= Resources that address the equitable distribution of teachers

Biennial Report

EDT

America's Challenge: Effective Teachers for At-Risk Schools and Students

(<http://www.tqsource.org/publications/NCCTQBiennialReport.pdf>)

In this 2007 inaugural biennial report, the TQ Center provides a tremendous amount of information regarding the availability, recruitment, and retention of teachers for at-risk schools and students. The report includes findings from a nationally representative public opinion survey of first-year teachers conducted in spring 2007.

TQ Research & Policy Briefs

Barriers to the Preparation of Highly Qualified Teachers in Reading

(<http://www.tqsource.org/publications/June2007Brief.pdf>)

This brief, by Vanderbilt University's Susan Smartt, Ph.D., and Daniel Reschly, Ph.D., investigates the use of scientifically based reading and instruction research in the preparation, certification, and licensure of beginning teachers. It also describes the use of innovation configurations in research on teacher preparation programs.

The Teacher Preparation → Teacher Practices → Student Outcomes Relationship in Special Education: Missing Links and New Connections

(<http://www.tqsource.org/publications/may2007brief.pdf>)

This brief, by Laura Goe, Ph.D., of ETS, and Jane Coggshall, Ph.D., of Learning Point Associates, examines the relationship among preservice teacher preparation, teacher inservice practice, and outcomes for students with special needs. Specific recommendations for program improvement and further research are provided.

Research Synthesis

The Teacher Preparation → Teacher Practices → Student Outcomes Relationship in Special Education: Missing Links and Next Steps. A Research Synthesis

(http://www.tqsource.org/publications/1706_NCCTQResearchSynthesis.pdf)

This 2006 research synthesis, by Laura Goe, Ph.D., of ETS, is an in-depth review of the literature on the links between the content and form of preservice teacher preparation in special education, teachers' practice in classrooms, and the achievement outcomes of students with special needs. It documents the need for more research in this important area.

TQ Connection Issue Papers

Effective Classroom Management: Teacher Preparation and Professional Development

(<http://www.tqsource.org/topics/effectiveClassroomManagement.pdf>)

In this issue paper, Regina Oliver and Daniel Reschly, Ph.D., of Vanderbilt University discuss the importance of teacher preparation and ongoing professional development relative to classroom management. The issue paper provides a tool that outlines effective classroom management strategies, highlighting the specific content and level of training that should be addressed in preservice teacher preparation. It also presents research and recommendations for improving teacher preparation and professional development efforts.

Teacher Preparation to Deliver Inclusive Services to Students With Disabilities

(<http://www.tqsource.org/publications/TeacherPreparationtoDeliverInclusiveServices.pdf>)

In this issue paper, Lynn Holdheide and Daniel Reschly, Ph.D., of Vanderbilt University present a brief review of the legal and policy foundations and best professional practices for inclusive services. The issue paper presents the key components of inclusive services that should be incorporated in teacher preparation at the preservice and inservice levels and offers an Inclusive Services Innovation Configuration, which can be used to evaluate general and special education teacher preparation and professional development programs.

Teacher Preparation and Professional Development in Effective Learning Strategy Instruction

(<http://www.tqsource.org/publications/EffLearnStrtInstructionIssuePaper.pdf>)

In this issue paper, Jean Schumaker, Ph.D., describes learning strategies and provides a brief review of some of the literature that demonstrates that learning strategy instruction can successfully transform ineffective learners into effective learners. Dr. Schumaker also explains the kinds of knowledge and skills teachers must acquire to be competent learning strategy instructors and makes recommendations related to teacher training programs that specifically address learning strategy instruction.

Additional Publications

Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation

(<http://www.tqsource.org/publications/NCCTQCommFramework.pdf>)

This communication framework was developed to promote effective dialogue about the measurement of teacher quality and effectiveness. It facilitates communication about policies regarding teacher effectiveness by helping to build a shared understanding of the terminology used in the discussion. The framework consists of four components: communication planning, goals clarification, teacher quality terms, and measurement tools and resources. The framework also includes definitions of key measurement terms, three communication tools, resources that provide information about standards for teaching quality, and additional resources.

Recruiting Quality Teachers in Mathematics, Science, and Special Education for Urban and Rural Schools

(<http://www.tqsource.org/publications/NCCTQRecruitQuality.pdf>)

This publication focuses on six strategies for recruiting highly qualified teachers in mathematics, science, and special education.

Teacher Quality in At-Risk Schools

(<http://www.tqsource.org/publications/TQAtRisk.pdf>)

This publication focuses on four issues associated with hiring and retaining quality teachers in the schools that most need them.

Issue Forums

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National Issue Forum: “From Planning to Action: Effectively Using Your Professional Development Resources”

(<http://www.tqsource.org/issueforums/plantoAction/>)

The TQ Center hosted an invitational issue forum for regional comprehensive centers (RCCs) and state education agencies (SEAs) March 13–14, 2008, in Arlington, Virginia. The purpose of the forum was to build the capacity of regional and state policymakers to develop strategies for using professional development resources effectively to support and sustain the equitable distribution of teachers, particularly in at-risk schools. Sessions focused on professional development for Gen Y teachers with special student populations, professional development standards, and strategies for putting research and policy into action. Regional and state teams shared topic-related experiences and collaborated on creating action plans. Information and materials from the event are available online.

National Issue Forum Roundtable Discussion: “Preparing Special Educators: Critical Issues and Emerging Needs”

(<http://www.tqsource.org/issueforums/specialed/>)

The TQ Center convened an invitational issue forum for the RCCs on June 27, 2007, in Arlington, Virginia. The forum was held as a roundtable discussion and immediately preceded a

June 28–30, 2007, national invitational forum hosted by the Center for Improving Teacher Quality. The roundtable discussion focused on special education issues, including recent policy, research, and practice, with an emphasis on teacher preparation.

National Issue Forum: “From Planning to Action: Implementation of the Highly Qualified Teacher Plans”

(<http://www.tqsource.org/issueforums/hqplans/>)

The TQ Center convened an invitational issue forum for RCCs and state teams March 28–29, 2007, in Washington, D.C. Its focus was helping states and RCCs move forward with the implementation of state plans to ensure that highly qualified teachers are available for all students, regardless of where they live or which school they attend. The forum provided attendees with access to national resources and experts for three topical strands: equitable distribution, using data to target resources, and technical assistance to districts. Information and materials from the event are available online.

National Issue Forum: “Addressing Personnel Shortages and the Recruitment of Special Education, Mathematics, and Science Teachers in At-Risk Schools”

(<http://www.tqsource.org/issueforums/atrisk/>)

The TQ Center hosted its inaugural issue forum May 24–25, 2006. The primary goals of the meeting were to build a knowledge and resource foundation, offer emerging strategies and practices, build capacity for sharing and applying the knowledge base, and use applicable tools and resources to identify data trends regarding special education, mathematics, and science. Information and materials from the event are available online.

Conferences

2008 What Works Conference: “Building Capacity for a Systems Approach to Improving Educator Quality”

(<http://www.tqsource.org/whatworks/WWC08buildingCapacity/>)

The TQ Center hosted its third annual What Works Conference November 10–12, 2008, in Washington, D.C. This annual conference brought together RCCs, SEAs, and national organizations whose work focuses on educator quality research, policy, and practice. The 2008 conference focused on the alignment of teacher quality and school leadership policies across the educator career continuum.

2007 What Works Conference: “Advancing Student Achievement Through Effective Teaching and Leadership”

(<http://www.tqsource.org/whatworks/teachingAndLeadership/>)

The second annual What Works Conference was held November 5–7, 2007, in Washington, D.C. The meeting focused on connections between teacher quality, leadership quality, and student outcomes with an emphasis on teaching and leading in at-risk schools and for students with special needs. Information and materials from the event are available online.

2006 What Works Conference: “Increasing Student Achievement in High-Need Schools Through Teacher Quality”

(<http://www.tqsource.org/whatworks/studentAchievement/>)

The first annual What Works Conference was held November 8–9, 2006, in Washington, D.C. The primary goals of the meeting were to build the capacity of participants to share and apply the knowledge base, resources, and best practices and to use applicable tools and resources to affect the supply of high-quality teachers through preparation, recruitment, and retention, specifically in at-risk schools and for students with special needs. Information and materials from the event are available online.

Webcasts

The Use of Innovation Configurations to Improve Teacher Preparation in Reading Instruction

(<http://www.tqsource.org/webcasts/innovationConfigurations/>)

This presentation and discussion focused on the use of an innovation configuration designed to define critical components of reading instruction and levels of implementation in teacher preparation programs. Participants reviewed the innovation configuration and applied it to sample course syllabi, followed by discussion of ways to improve programs at institutions of higher education (IHEs) so that all teachers are well prepared in evidence-based reading instruction. Problem solving regarding barriers was emphasized.

The Use of Innovation Configurations to Improve Teacher Preparation in Critical Areas

(http://www.tqsource.org/webcasts/innovationConfigurations_CriticalAreas/)

These innovation configurations are related to improving instruction and outcomes and achieving the long-standing public policy goal of greater integration of students with disabilities in general education classroom settings. Most existing special education programs address only a part of classroom organization and behavior management, primarily reducing disruptive behavior, while focusing less often on components such as preventive strategies. Similarly, specific content on inclusive services strategies and application of learning strategies on content areas is frequently given insufficient emphasis. The webcast emphasized uses of innovation configurations to improve teacher preparation and continuing education.

America’s Challenge: Effective Teachers for At-Risk Schools and Students

(<http://www.tqsource.org/webcasts/americasChallenge/>)

The TQ Center hosted a live, interactive webcast on October 11, 2007, that focused on its biennial report, *America’s Challenge: Effective Teachers for At-Risk Schools and Students*. The webcast featured authors of the report chapters and summarized some of the report’s most important findings. Also included were newly released polling data collected by Public Agenda on teachers in their first year of teaching. A recording of the event and three informative prewebcast presentations are available online.

Focusing Teacher Preparation for At-Risk and Hard-to-Staff Schools

(<http://www.tqsource.org/webcasts/teacherPrep/>)

This live, interactive webcast on the topic of preparing teachers for at-risk and hard-to-staff schools was held on September 21, 2006. A recording of the webcast and the slide presentations used by the presenters are available for viewing online.

Online Resources

TQ Connection

(<http://www.tqsource.org/connection/>)

The *TQ Connection* website was launched in February 2008. It provides current research-based practice and policy strategies for teacher preparation programs that support general education teachers who are preparing to teach students with disabilities as well as special education teachers who may coteach in general education classrooms. Specifically, the *TQ Connection* provides resources on assessment, classroom management/behavior, inclusive practices, instructional strategies, and reading/literacy. It also offers an online discussion forum that facilitates ongoing dialogue regarding these topics. New content is added each month to jump-start the online dialogue, and staff provide timely feedback to comments and questions.

Highly Qualified Special Education Teacher Requirements Database

(<http://www2.tqsource.org/mb2dev/reports/Reporttq.aspx?id=1662&map=0>)

This database provides state statutes, administrative codes, rules and regulations, and education rules. These data provide a more complete and accurate picture of activity related to special education teacher requirements and give specific attention to state activity with regard to aligning practice and policy to meet the mandates of NCLB and the Individuals with Disabilities Education Act (IDEA).

Special Education Teacher Certification and Licensure Database

(<http://www2.tqsource.org/mb2dev/reports/Reporttq.aspx?id=1542&map=0>)

This state policy database provides information about policies in all 50 states, the District of Columbia, and the U.S. territories pertaining to special education teacher certification, licensure, and endorsements.

Other State Policy Databases

(<http://www2.tqsource.org/resources/policy.asp>)

These additional state policy databases provide information about policies in all 50 states, the District of Columbia, and the four U.S. territories. Each database contains information about legislation and state board rules and regulations specific to the following topics:

- Teacher preparation
(<http://www2.tqsource.org/prep/policy/index.asp>)
- Teacher recruitment and retention
(<http://www2.tqsource.org/mb2dev/reports/reportTQ.aspx?id=1133>)

- Teacher certification and licensure
(<http://www2.tqsource.org/mb2dev/reports/reportTQ.aspx?id=1137>)
- Special education teacher certification and licensure
(<http://www2.tqsource.org/mb2dev/reports/Reporttq.aspx?id=1542&map=0>)
- Professional development database
(<http://www2.tqsource.org/mb2dev/reports/Reporttq.aspx?id=2068>)

Publications Database

(<http://www2.tqsource.org/resources/publications.asp>)

This database houses information for publications in the following issue areas: preparation, recruitment and retention, certification and licensure, accountability and advancement, special education, and leadership.

Initiatives Database

(<http://www2.tqsource.org/resources/initiatives.asp>)

This database houses initiatives and program information in the following areas: enhancing and improving preparation, recruitment and retention, certification and licensure, and accountability and advancement of teachers and leaders in general and special education.

TQ Source Tips & Tools: Emerging Strategies to Enhance Educator Quality

(<http://www.tqsource.org/KeyIssues.pdf>)

The TQ Source Tips & Tools contains strategies and resources to support RCC staff, SEA personnel, and other education stakeholders as they address various aspects of educator quality. The TQ Source Tips & Tools is organized by *Key Issues*, which are searchable documents that allow a user to focus on specific approaches or targeted resources that support or provide evidence for strategies related to educator quality. Each *Key Issue* includes the following:

- A scenario to set the context
- A discussion of why the issue is important to teacher and leadership quality in at-risk schools
- Tips and cautions to keep in mind before implementing strategies
- Strategies and resources, including scholarly literature and materials to support effective local and state policymaking and implementation. Resources also may include links to states or programs in which the strategies are being implemented.
- A real-life example to see how strategies are being implemented in other areas

Additional Resources

Highly Qualified Teacher Requirements for Special Education Teachers Under the No Child Left Behind Act

(<http://www.tqsource.org/topics/HQTRequirementsForSpecEdTeachers.pdf>)

This technical assistance response brief describes how seven states address the requirements for identification, documentation, and notification of highly qualified status for special education teachers as established through NCLB and IDEA.

Teacher Quality for Multitiered Interventions

(<http://www2.tqsource.org/strategies/multitieredSystems/TQMultitiered.pdf>)

This document provides an overview of teacher quality and the implementation of a multitiered system. The critical goal of a multitiered intervention system is to improve academic and behavioral competencies for all students. Multitiered systems emphasize prevention, early identification, early intervention, and intense treatment of academic and behavior problems. Highly qualified and effective teachers and support personnel (e.g., counselors, speech therapists) are crucial to the successful implementation of multitiered systems.

Ten Early Lessons Learned From HQT Monitoring Reports—Updated

(<http://www.tqsource.org/TenLessonsLearnedFromHQTMonitoringReports.pdf>)

TQ Center staff reviewed reports from the first 18 visits in the second round of HQT monitoring to identify 10 lessons learned for states that will undergo future monitoring visits. Two key themes emerged from the review of early monitoring reports. The first is that the accuracy of a state's HQT definitions affects all other aspects of implementing the HQT provisions, including data reporting and LEA accountability. The second is that HQT plans and equity plans are not static documents. States should view their plans as guides for defining and implementing strategies that address HQT and equitable distribution goals. As such, these plans need to be reviewed, updated, and implemented on an ongoing basis.

Sample Review of a State HQT Plan

(<http://www.tqsource.org/HQTSampleMemo.pdf>)

TQ Center staff provided a review of an HQT plan, highlighting challenges and providing feedback on the strengths and weaknesses of the plan in accordance with the monitoring protocols. These services were offered as technical assistance to RCCs as they support states with preparations for monitoring visits.

Scientifically Based Reading Instruction Innovation Configuration

(http://www.tqsource.org/publications/NCCTQBiennialChapters/NCCTQ%20Biennial%20Report_Ch2.pdf)

This innovation configuration is included in Chapter 2 of the biennial report *America's Challenge: Effective Teachers for At-Risk Schools and Students* (see pp. 27–34). It was developed as a tool for RCCs, states, and teacher preparation programs to improve the reading instructional skills of teachers. Scientifically based reading instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Specific uses of this tool include evaluation and improvement of

teacher preparation and professional development in reading instruction, examination and improvement of scientific professional association standards for teacher preparation, and improved state teacher licensure standards and teacher preparation approval.

Classroom Organization and Behavior Management Innovation Configuration

(http://www.tqsource.org/publications/NCCTQBiennialChapters/NCCTQ%20Biennial%20Report_Ch2.pdf)

This innovation configuration is included in Chapter 2 of the biennial report *America's Challenge: Effective Teachers for At-Risk Schools and Students* (see pp. 34–39). It was created as a tool for RCCs, states, and teacher preparation programs to improve classroom organization and behavior management for improved student outcomes. Classroom organization and behavior management includes structured environment, active supervision and student engagement, schoolwide behavioral expectations, classroom rules, classroom routines, encouragement of appropriate behavior, and behavior reduction strategies. Specific uses of this tool include improvement of teacher preparation and professional development experiences, prompts for greater attention to classroom behavior management in professional association standards, and improvement of state licensure and teacher preparation approval standards.

Inclusive Practices Innovation Configuration

(http://www.tqsource.org/publications/NCCTQBiennialChapters/NCCTQ%20Biennial%20Report_Ch2.pdf)

This innovation configuration is included in Chapter 2 of the biennial report *America's Challenge: Effective Teachers for At-Risk Schools and Students* (see pp. 41–42). It was developed as a tool for RCCs, states, and teacher preparation programs to improve practices of inclusion of students with disabilities into general education settings and curricula. Inclusive practices include collaborative planning; instructional strategies, accommodations, and modifications; services in inclusive settings; social opportunities, relationships, and self-advocacy; and family involvement. The specific use of this tool is to identify the required content and experiences in teacher preparation coursework that improve collaboration among general and special education teachers.

TQ Research & Policy Updates

TQ Research & Policy Update, Vol. 4, No. 1

(<http://www.tqsource.org/publications/January2009Update.pdf>)

This issue recaps the 2008 What Works Conference and includes highlights from the conference's technical assistance workshops. Also included are teacher quality questions from the field, specifically issues regarding certification and licensure for teacher leadership and foreign language elementary specialists, alternative certification, licensure reciprocity, and induction and mentoring.

TQ Research & Policy Update, Vol. 3, No. 3

(<http://www.tqsource.org/publications/October2008Update.pdf>)

This issue announces two new resources: the TQ Research & Policy Brief titled *Paving the Path to the Urban School Principalship* and the TQ Connection Issue Paper titled *Teacher*

Preparation to Deliver Inclusive Services to Students With Disabilities. It highlights the updated website of the Center for Educator Compensation Reform and a report on how states have addressed HQT data collection requirements for special education teachers in response to recent U.S. Department of Education monitoring.

TQ Research & Policy Update, Vol. 3, No. 2

(<http://www.tqsource.org/publications/July2008Update.pdf>)

This issue discusses the newly redesigned TQ Center website and the webcast titled *Supporting Progress in Meeting the HQT Requirements of the No Child Left Behind Act*. In addition, it provides “Stories From the Field” on teacher preparation for the 21st century as well as pay for performance.

EDT

TQ Research & Policy Update, Vol. 3, No.1

(<http://www.tqsource.org/publications/April2008Update.pdf>)

This issue provides a summary of the March 2008 Issue Forum, offers a summary of the most recent *TQ Connection* online discussion, and debuts the most recent TQ Source Tips & Tools publications on leadership and response to intervention.

TQ Research & Policy Update, Vol. 2, No. 4

(<http://www.tqsource.org/publications/December2007Update.pdf>)

In this issue, the TQ Center unveils its new online special education resource, the *TQ Connection*. Other areas of interest include a summary of the 2007 What Works Conference, frequently asked questions from the October 2007 webcast, and highlights of work with Delaware.

EDT

TQ Research & Policy Update, Vol. 2, No. 3

(<http://www.tqsource.org/publications/September2007Update.pdf>)

In this issue, the TQ Center previews its 2007 What Works Conference, “Advancing Student Achievement Through Effective Teaching and Leadership” and summarizes its 2007 webcast, *America’s Challenge: Effective Teachers for At-Risk Schools and Students*. This issue also provides information about the Highly Qualified Special Education Teacher Requirements database and the Special Education Teacher Certification and Licensure database on state policy.

TQ Research & Policy Update, Vol. 2, No. 2

(<http://www.tqsource.org/publications/July2007Update.pdf>)

This issue describes the work of the Appalachia Regional Comprehensive Center at Edvantia in Tennessee to address inequitable distribution of teachers. The issue also offers resources about the discussion of highly effective teachers and the actions that states are taking to increase the number of highly qualified teachers. Also included are an announcement of the TQ Center’s new advisory board members, highlights of the webcast *Paying for Teachers’ Performance—Strategies and Conditions for Success*, and an overview of the TQ Research & Policy Brief *The Teacher Preparation → Teacher Practices → Student Outcomes Relationship in Special Education: Missing Links and New Connections*.

TQ Research & Policy Update, Vol. 2, No. 1

(<http://www.tqsource.org/publications/March2007Update.pdf>)

This issue highlights a summit held by the Mid-Continent Comprehensive Center to assist states in the revision of their HQT plans. It also contains staff responses to requests for information from the field.

TQ Research & Policy Update, Vol. 1, No. 3

(<http://www.tqsource.org/publications/October2006Update.pdf>)

This issue of the newly named *TQ Research & Policy Update* addresses the topic of preparing teachers to teach students in at-risk schools. It explores the current state of teacher preparation and offers strategies for supporting teachers as they prepare to work in the country's most challenging schools.

EDT

TQ Research & Policy Brief, Vol. 1, No. 2

(<http://www.tqsource.org/publications/June2006Brief.pdf>)

This issue explores the topic of teacher distribution, provides valuable tools for advancing state efforts toward equitable distribution, and offers strategies for recruiting and retaining personnel for students with disabilities in rural and urban schools.

TQ Research & Policy Brief, Vol. 1, No. 1

(<http://www.tqsource.org/publications/April2006Brief.pdf>)

This inaugural issue of the *TQ Research & Policy Brief* focuses on the specific challenge of providing highly qualified teachers for students with special needs: students at risk for poor educational outcomes and students with disabilities.