



Revised State HQT Plans

Robert Stonehill

Elizabeth Ann Witt

Academic Improvement and Teacher Quality Programs

Office of Elementary and Secondary Education

U.S. Department of Education

Webcast: September 7, 2006

What plans were intended to do

- Provide analysis of which teachers are not HQ
- Provide strategies and timelines for what States will do in 2006-07 to get to 100% HQT
- Show that the State is directing its efforts in appropriate directions (e.g., schools not making AYP, groups of non-HQT)
- Provide analysis of distribution of experienced, qualified teachers (or a plan to collect necessary data if it is not available)
- Provide strategies that align with the reported data to address inequities

Where plans went wrong

- ◆ Provided lists of ongoing activities that did not rise to being a “plan”
- ◆ Provided insufficient evidence that a thorough data analysis had been completed
- ◆ Provided assurances rather than strategies and activities for improvement
- ◆ Described strategies not aligned with what the data showed

Where plans went wrong, cont.

- ◆ Did not discuss teacher experience in the equitable distribution plan
- ◆ Provided no plan to remedy existing data deficiencies
- ◆ Used a structure not clear to readers
- ◆ Provided no timelines or vague timelines for action

Promising Practices

- ◆ Use State-level funds to address large groups of non-HQT
- ◆ Reward teachers who take challenging assignments
- ◆ Improve teacher effectiveness in challenging assignments using specialized preparation
- ◆ Address working conditions that lead to high turnover
- ◆ Address state policies that contribute to local inequities

Promising Practices

- ◆ All peer reviews, transmittal letters, and plans on ED Web site: www.ed.gov/programs/teacherqual/hqtplans/index.html
- ◆ Selected plans and peer reviews in searchable format: www.ecs.org

HOUSSE and Requirement 5

- ◆ Use the Secretary's September 5 HOUSSE policy letter as a guideline
- ◆ Honestly and thoughtfully assess future use of HOUSSE, showing that its use will be limited and that it will not inappropriately "qualify" teachers
- ◆ Revise HOUSSE to make it as rigorous as a State test or major