



**National Comprehensive Center for Teacher Quality (TQ Center)  
Annual What Works Conference:  
Building Capacity for a Systems Approach  
to Improving Educator Quality**

**The Fairmont Washington, D.C.**

**2401 M Street, NW  
202-429-2400  
November 10–12, 2008**

**Preliminary Agenda**

**Monday, November 10**

**9:00 a.m. Conference Registration Opens**

**Preconference Sessions**

**10:30 a.m.–12:00 p.m. Regional Comprehensive Center (RCC) Teacher Quality Liaison Meeting**

Closed session for RCC teacher quality liaisons and state managers  
*During this pre-conference meeting, regional comprehensive center teacher quality liaisons and their state managers/liaisons will meet with TQ Center staff to share capacity building successes and stories, become oriented to their role as a regional and/or state team facilitator, and collaborate across regional centers.*

**12:15–1:45 p.m. Regional Team Working Session Meeting and Luncheon Buffet**

Closed session for regional teams  
*Because the primary goal of the TQ Center Annual What Works Conference is to build the capacity of participants, state and regional teams will use this time to determine how they can add value to their conference experience through conference sessions attendance and the use of working sessions materials provided by the National Comprehensive Center for Teacher Quality*

**1:00–1:45 p.m. Understanding the System of Support**

For new What Works Conference participants  
*During this pre-conference meeting, new attendees to the What Works Conference learn about the federal technical assistance and dissemination network system of support that is funded by the U.S. Department of Education. Participants will also have the opportunity to learn how the TQ Center provides technical assistance for regional comprehensive centers in conjunction with their work with state departments of education and related agencies.*

## Conference Begins

**2:00–3:15 p.m. Welcome and Keynote Address**

**3:15–3:30 p.m. Break**

**3:30–5:00 p.m. Concurrent Working Sessions I**

**A. The Human Capital Management Movement in Education:  
Its Meanings and Methods**

*There is a tendency to take a piece-meal approach to improving teacher quality by enhancing just one or several components of the teacher career continuum (e.g. teacher preparation, recruitment, hiring, induction, professional development, working conditions, compensation, evaluation, and leadership.) This concurrent session addresses the need to take a comprehensive, holistic approach to improving teacher quality that recognizes the need to align policies and leverage resources. Innovative educational leaders are investigating streamlined models that utilize a more systemic approach that integrates the various crucial policy components and provides institutions of higher education, schools, and districts a framework for identifying and rectifying gaps in their human capital system in a coordinated and coherent manner.*

**B. Educator Quality for the 21st Century: Equipping the Next  
Generation of Teachers and Leaders for New Students and  
Workforce Demands**

*In order for students to successfully meet the real-world demands of work and post-secondary education of the 21st Century's global economy, teachers must provide all students with high-quality, rigorous instruction. However, in order for teachers to effectively prepare students for the challenges of the future, they themselves must be adequately prepared and properly supported. This session will feature a discussion of how to direct the creativity and potential of Gen Y teachers into state-wide efforts to build successful schools for the 21st century that will attract and inspire this next generation of teachers and school leaders. The session will highlight what states, districts, and institutions of higher education can do to enhance educators' content expertise and broaden their pedagogical skills, particularly with regard to technology, collaboration, and innovative teaching methods that are designed to prepare students for success in the 21st century.*

**C. School Leadership Support and Development: Reconceptualizing  
Roles and Responsibilities of Principals and Teacher Leaders**

*As the role of the principal shifts from manager to instructional leader and as teachers assume increasing leadership responsibilities, institutions of higher education, states, districts, and schools must work together to develop innovative programs that will effectively prepare, develop, and support principals and teachers in these new roles. School leaders today must proactively create positive working and learning environments and effectively use data to drive improvements in both instruction and student achievement. This session will examine changes in the role of school leaders and highlight best practices in schools and districts that build capacity by creating leadership pathways that prepare teachers to become teacher leaders or principals. These pathways provide teachers with strong professional development, improve*

*retention, and utilize the knowledge and expertise of experienced teachers to strengthen the performance of all teachers at the school.*

**D. Enhancing Educator Quality for Special Student Populations:**

**Addressing the Preparation of Teachers and Leaders**

*Teacher professional development and evaluation programs often use a "one-size, fits all" approach by treating all teachers in much the same way, when in fact they often face very different experiences in their classrooms. This session will explore best practices in programs that recruit, prepare, support, and assess teachers of diverse learners, with particular emphasis on the unique challenges associated with teaching in a rural school and instructing students with disabilities and English Language Learners (ELLs). These innovative models are tailored to the needs of teachers in specific situations and aim to enable teachers to help all students experience success.*

**E. Teacher Effectiveness: Strategies and Resources for Defining, Evaluating, and Supporting Effectiveness**

*States have worked diligently over the past several years to ensure that all of their teachers are highly qualified under the guidelines of NCLB. Now, many states and districts are moving beyond a focus on highly qualified teaching to an emphasis on highly effective teaching. This session differentiates between highly qualified and highly effective teachers and explores how schools, districts, and states can support the development of highly effective teachers. Presenters will discuss a range of strategies to support this development including the creation of professional learning communities, embedded professional development, value-added measures of student performance, mentoring, and coaching. When these strategies are implemented creatively and within a coordinated and coherent approach, they result in both improved teacher quality and higher student achievement.*

**5:00–5:15 p.m.**

**Break**

**5:15–6:15 p.m.**

**Working Session Roundtable Discussions**

**6:15–7:00 p.m.**

**Break**

**7:00–8:30 p.m.**

**Dinner and Keynote Panel Presentation—*Foundations for Success: The Final Report of the National Mathematics Advisory Panel***

*This panel presentation will discuss the implications of the final report of the National Mathematics Advisory Panel, *Foundations for Success*. National experts and leaders from the various national content centers will discuss the findings of the report as they relate to the role of high quality teachers in developing a cohesive delivery system for mathematics education in the United States.*

**Tuesday, November 11**

**7:30–9:15 a.m.**

**Continental Breakfast**

- **Early Bird Session: A Panel on the Higher Education Opportunity Act**

*This panel will provide federal perspectives on the recent reauthorization of the Higher Education Act, which is intended to improve teacher quality by strengthening teacher preparation programs. Panelists will describe the key components of this legislation,*

*such as the five new teacher education programs included in Title II, changes in the structures of the Teacher Quality Enhancement grants, and accountability measure for institutions of higher education.*

**8:00–9:00 a.m.**

**Regional Team Working Sessions**

*Full regional and state teams will meet in designated breakout rooms to discuss conference themes and share ways in which these themes reflect priority areas in their state or region. Working session materials will support the teams in collaborating on issues of teacher quality and leadership.*

**9:00–9:15 a.m.**

**Break**

**9:15–10:15 a.m.**

**Keynote Presentation**

- George “Pinky” Nelson, Ph.D., Western Washington University and former NASA astronaut

**10:15–10:30 a.m.**

**Break**

**10:30 a.m.–12:00 p.m.**

**Concurrent Working Sessions II (repeated)**

- A. The Human Capital Management Movement in Education: Its Meanings and Methods
- B. Educator Quality for the 21st Century: Equipping the Next Generation of Teachers and Leaders for New Students and Workforce Demands
- C. School Leadership Support and Development: Reconceptualizing Roles and Responsibilities of Principals and Teacher Leaders
- D. Enhancing Educator Quality for Special Student Populations: Addressing the Preparation of Teachers and Leaders
- E. Teacher Effectiveness: Strategies and Resources for Defining, Evaluating, and Supporting Effectiveness

**12:00–12:15 p.m.**

**Break**

**12:15–2:30 p.m.**

**Keynote Presentation, Luncheon, and Conference Conclusion**

- Susan Moore Johnson, Ed.D., Harvard University and the Project on the Next Generation of Teachers

**Postconference Sessions for RCC and State Teams**

**2:30–5:00 p.m.**

**Technical Assistance Workshops for State and RCC Teams**

- Determining Teacher Effectiveness: Tools and Talking Points  
*In this interactive workshop, participants will examine the ways that teacher effectiveness is being assessed around the country in order to explore this critical aspect of*

*performance management in human capital development. Participants will engage in discussions about how states can build partnerships to ensure that all teachers are effective and will be introduced to the many resources that the TQ Center has developed on this critical topic.*

- **Moving State HQT Plans From Compliance to Implementation**

*In this workshop, the National Comprehensive Center for Teacher Quality will continue working with regional comprehensive centers and states to implement state HQT plans. Workshop presenters and participants will discuss the topic of how to shift components of the plan from technical compliance to policy levers for change. Issues such as provision 2141 in NCLB, lessons-learned from the HQT monitoring process, and equitable distribution will be addressed. More importantly, participants will have the chance to hear from other states about their efforts to implement their state plans.*

- **Implementing Evidence-Based Instructional Practices Through Enhancing Teacher Preservice and In-Service Practices**

*Because SEAs, IHEs, and LEAs work collaboratively to achieve the No Child Left Behind Act's highly qualified teacher and student achievement goals, this workshop will build on existing collaborative state models to enhance teacher pre-service and in-service practices. The workshop will include opportunities for supervised application of innovation configurations to ensure high quality teacher preparation and continuing professional development offerings include a focus on evidence-based instructional practices. Innovation configurations defining key components and levels of implementation for scientifically-based instruction in reading, classroom organization/behavior management, inclusive practices, and learning strategies will be presented and applied to course syllabi from teacher preparation programs.*

**2:30–5:00 p.m.**

**TQ Center Advisory Council Annual Meetings**

- Communication Coordination Council
- Higher Education Council

**5:00–5:30 p.m.**

**Break**

**5:30–7:00 p.m.**

**Regional Team Dinners**

**Wednesday, November 12**

**7:00–9:00 a.m.**

**Continental Breakfast**

**Regional and State Teams**

**8:30–11:30 a.m.**

**Special Plenary and Working Session Teams: Implementation of Equitable Distribution Policies and Practices**

*The 2006-2008 Highly Qualified Teacher (HQT) data indicate that nationwide 94% of classes are staffed with HQTs. Yet, in all but a handful of states children in high-poverty schools continue to have less access to HQTs than children in low-poverty schools, particularly at the secondary school level. This special postconference session aims to help states eliminate achievement gaps by highlighting the research base and best practice supporting equitable distribution of teachers. In addition, presenters will share examples of practical strategies that have been adopted in states that have been*

*successful at closing student achievement gaps by ensuring that children have equal access to HQTs.*

**11:30 a.m.                      Close of Special Sessions (Boxed Lunches Available)**

**TQ Center Advisory Board**

**8:30 a.m.–12:00 p.m.      TQ Center Advisory Board Annual Meeting**

**12:00–12:30 p.m.          Luncheon**