



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

NCCTQ Informational Webcast

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Test Your TQ IQ

- Throughout the webcast, we will be testing your TQ IQ.
- Do you know...
 - Which of the highly-qualified teacher requirements is most challenging for a high school special educator to meet?
 - Which factors significantly affect student achievement?
 - Which are the top three identified teacher shortage areas?



National Comprehensive Center for Teacher Quality (NCCTQ) Mission

To serve as the premier national resource to which the regional comprehensive assistance centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs.

Partner Organizations

- Learning Point Associates
- Education Commission of the States (ECS)
- ETS
- Vanderbilt University

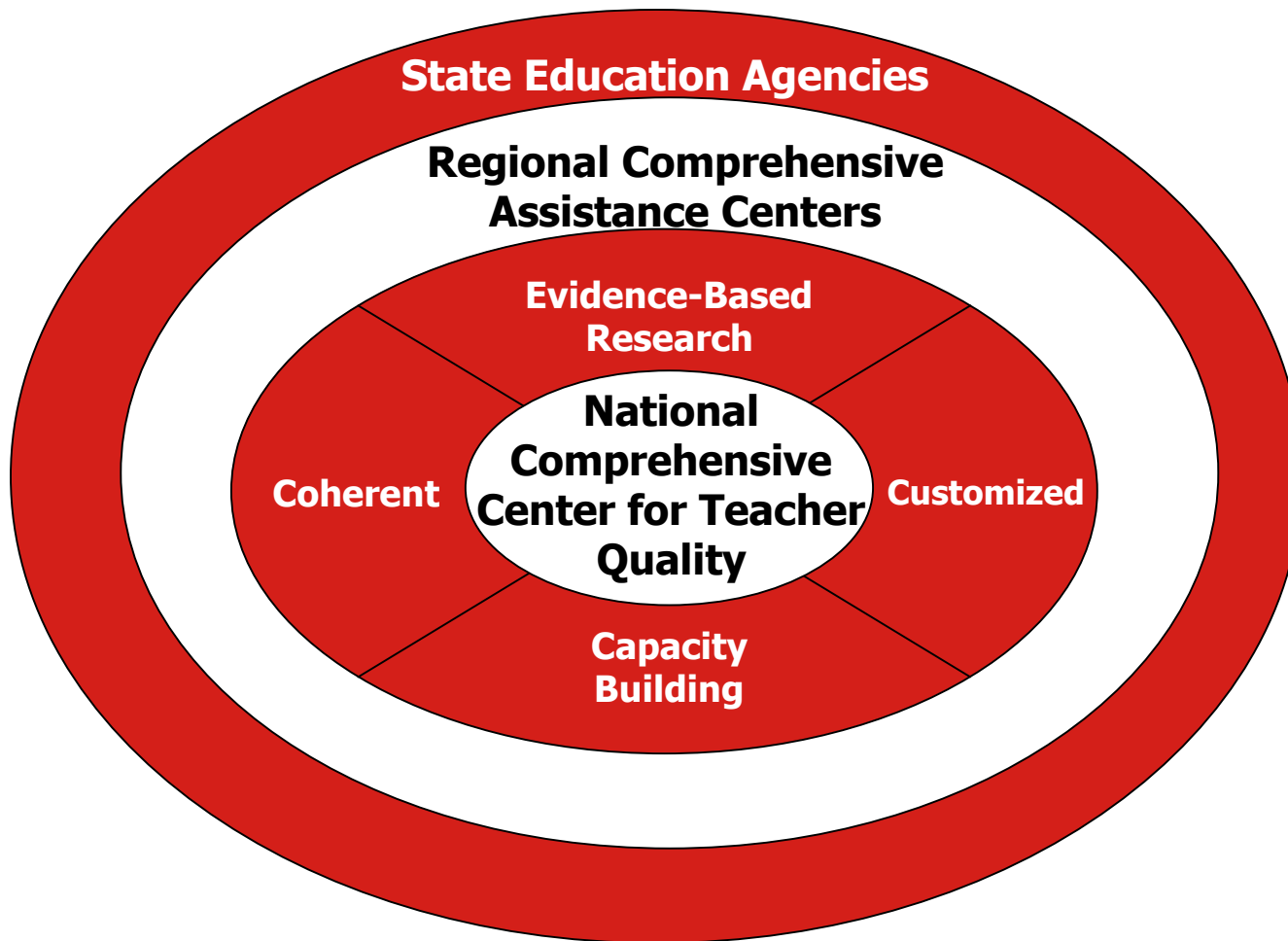
Goals

- Promote successful implementation of the teacher quality requirements of the No Child Left Behind (NCLB) Act by disseminating critically reviewed research, strategies, practices, and tools.
- Ensure a highly qualified teacher workforce by developing needs-based solutions.

Goals

- Broaden the understanding and use of successful models and practices.
- Galvanize public and policy support to meet the demands of NCLB related to teacher quality.

NCCTQ Operating Principles



Online Resources



**NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY**

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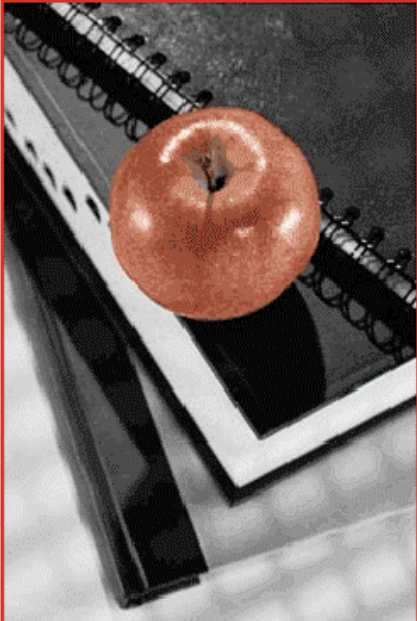
- TQ Topics
- Online Resources
- Publications
- Webcasts
- What's New
- Calendar
- Useful Links

Welcome!

The **National Comprehensive Center for Teacher Quality** (NCCTQ) is the premier national resource to which the regional comprehensive assistance centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs.

NCCTQ, funded by the [U.S. Department of Education](#), is operated by [Learning Point Associates](#) and its partner organizations—[Education Commission of the States](#), [ETS](#), and [Vanderbilt University](#).

No Child Left Behind (NCLB) Teacher Quality: [The Latest News & Notes](#)



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Online Resources

- Searchable databases and interactive data tools
 - TQ Source
 - NCLB
 - HOUSSE (high objective uniform state standard of evaluation)
 - Paraprofessional certifications

Online Resources



Organizing Framework

Issues

Preparation

Recruitment & Retention

Certification & Licensure

Professional Development

Accountability & Advancement

Resources

- State Policy
- Data
- Research
- Initiatives
- TQ Tips and Tools

Online Resources



Organizing Framework: Description of Resources

- **State Policy:** State policy information for all 50 states
- **Data:** User-customized graphs and tables based on reliable data
- **Research:** Summaries of research and publications
- **Initiatives:** Information about current teaching quality initiatives and programs
- **TQ Tips and Tools: Emerging Strategies to Enhance Teacher Quality:** Resources to assist education practitioners with enhancing teacher quality

Print and Online Publications

➤ *TQ Research & Policy Brief*

- This quarterly online publication disseminates information about emerging issues related to improving teacher quality in at-risk schools and provides capacity-building elements for resource and content centers.

➤ Research synthesis series

- Identifies current knowledge, quality of existing syntheses and gaps, and needs for updated and new research synthesis; produced twice yearly.

➤ *State of Teaching in At-Risk Schools*

- This biennial publication summarizes the current status and promising developments in the country's and states' efforts to improve teacher quality, especially with regard to at-risk schools.

➤ White papers

- These regular reports review existing research and publish gaps in teacher knowledge regarding classroom organization and behavior management.

TQ RESEARCH & POLICY BRIEF
Vol. 1, No. 1 • April 2006

LETTER FROM THE DIRECTOR

Welcome to the first edition of *TQ Research & Policy Brief*—an online publication from the National Comprehensive Center for Teacher Quality (NCCTQ) focusing on the key issues affecting the quality of teachers in our nation's most at-risk schools (high-poverty, low-performing schools). This series is intended to help ensure those key issues are informed by research and move to the forefront of the policy conversations in states.

The National Comprehensive Center for Teacher Quality, launched in October 2005 as part of the U.S. Department of Education's system of Comprehensive Assistance Centers, has as one of its long-term goals the successful implementation of the No Child Left Behind (NCLB) Act's teacher quality requirements through the dissemination of critically reviewed research, strategies, practices, and tools. We also intend to galvanize public and policymaker support on the issue. This quarterly publication will serve as a mechanism for building capacity in the Regional Comprehensive Centers to better understand and respond to the challenges states face in meeting NCLB requirements to ensure all students have access to the very best teachers.

The NCLB mandates are clear: All students should have access to teachers who are certified, have bachelor's degrees, and have majors in their subject area. In addition, the law requires states to ensure there is an equitable distribution of highly qualified teachers so that a disproportionate number of students in high-poverty urban and rural schools are not left with long-term substitutes or teachers who are not highly qualified.

This inaugural issue of NCCTQ's *TQ Research & Policy Brief* will focus on the specific challenge of ensuring highly qualified teachers for students with special needs—students at risk for poor educational outcomes and students with disabilities. Teacher quality is especially important for students with special needs as many of them spend the vast majority of their time in general education settings. This issue of NCCTQ's *TQ Research & Policy Brief* will examine the need to make better connections between teacher preparation, classroom practices, and student outcomes and includes a feature on teaching teachers to improve outcomes for students with special needs.

Each issue of NCCTQ's *TQ Research & Policy Brief* will include the following:

- A review of relevant research and state policy focused on pointing out the gaps in what we know and what is codified in the law.
- Announcements on the availability of new NCCTQ products and services.
- Useful links to other regional and national organizations addressing teacher quality.
- Feature articles on pertinent topics.

We are proud to join the many organizations and voices around the country working to ensure that high-quality teachers are the norm for all students but especially for students with special needs or in at-risk schools. We hope this publication provides you with a clear window to the research base and opens the door to new and better teacher quality policy.

We look forward to your comments and suggestions on how we can do even better next time.

Sincerely,
Sabrina Laine, NCCTQ Director

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

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Convenings and Networks

➤ Webcasts

- These online, interactive meetings feature an expert review of promising solutions to a pertinent teacher quality issues.

➤ “What Works” conference

- At this annual meeting NCCTQ, stakeholders provide the latest information and share best practices with regard to teacher quality in at-risk schools and facilitate dialogue among stakeholders.

The screenshot shows the website for the National Comprehensive Center for Teacher Quality. The main heading is "Raising Student Achievement Through the Equitable Distribution of Teachers" dated Thursday, March 30, 2006, 2-3 p.m. EST. The page includes a sidebar with navigation links (Home, TQ Topics, Online Resources, Publications, Webcasts, What's New, Calendar, Useful Links) and a search bar. The main content area describes the webcast event, listing featured experts: M. René Islas, Linda Murray, and Deborah Hirsch, moderated by John Luczak. A "Webcast Schedule of Events" sidebar on the right details the Pre-Webcast Presentations (March 27, 2006), the Live Webcast (March 30, 2006), and the Online Discussion Forum (March 30-31, 2006). A disclaimer at the bottom right states that funding is provided by the National Comprehensive Center for Teacher Quality and that views expressed are not necessarily those of the funding agency or its partner organizations.

Convenings and Networks

➤ Issue forums

- Local forums of regional centers on topics determined to be the most important related to the improvement of teaching quality in low-performing schools

➤ Communication Coordination Council (CCC)

- A key advisory group that helps coordinate NCCTQ's work with other entities engaged in NCLB initiatives and build NCCTQ's capacity to reach out to diverse audiences

➤ Higher-education advisory council

- A key advisory group intended to ensure a direct line of communication with institutions of higher education (IHEs)—especially IHEs working with teacher candidates for underserved schools

Technical Assistance

➤ Information clearinghouse

- A system of tracking and responding to NCCTQ information requests from regional centers and others using the existing ECS Clearinghouse.



Technical Assistance

➤ Consultation

- More than 30 service requests have been received and responded to by NCCTQ staff since January 1, 2006.
- Examples:
 - Develop presentation materials for participation in the Appalachia Region Comprehensive Center/ Mid-Atlantic conference on middle school to high school transition
 - Identify resources on recruiting teachers into at-risk schools.
 - Identify HOUSSE practices and examples of promising practices describing how middle school mathematics, science, and special education teachers gain highly qualified status.
 - Share examples of state or district plans to meet teacher quality requirements of NCLB.

Technical Assistance

➤ Needs sensing

- February–March 2006: Survey and analysis, outreach phone meetings, and consultation with all 16 regional comprehensive centers
- Primary areas of need and gaps in capacity include teacher availability, recruitment, and retention.

FY 2007 Work Plan

- Maintain focus on enhancing teacher quality in high-poverty, low-performing, hard-to-staff schools and for students with special needs.
- Topical areas of focus
 - Teacher availability
 - Recruitment
 - Retention

NCCTQ Principal Investigators

➤ Principal Investigators' Panel

- Tricia Coulter, Ph.D.—Principal Investigator for Research and Dissemination
Education Commission of the States
- Carol Dwyer, Ph.D.—Principal Investigator for Research and Dissemination
ETS
- Dan Reschly, Ph.D.—Principal Investigator for Special Needs
Vanderbilt University

NCCTQ Principal Investigators

- NCCTQ principal investigators will:
 - Introduce themselves and their staff.
 - Explain their organization's particular expertise and contribution to the work of NCCTQ.
 - Describe one aspect of their current work with NCCTQ.

Q & A

- We would be delighted to answer your questions.
- Please click on the Q&A button located on the left side of your screen directly below the showcase window.



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