


The Equitable Access Implementation Playbook  
**CREATING COHERENCE AND ALIGNMENT TOOLS CHARTS**

November 2015



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**Table 1. Current Educator Quality Initiatives**

Strategic Plan	Educator Effectiveness Initiatives, Policies, or Programs	Key Stakeholders and Program Staff
<p><i>Possible sources:</i></p> <ul style="list-style-type: none"> <li>■ State board of education policy</li> <li>■ State ESEA flexibility waiver</li> <li>■ State School Improvement Grant</li> <li>■ Other federal, state, or local initiatives</li> </ul>	<p><i>Possible initiatives, policies, and programs:</i></p> <ul style="list-style-type: none"> <li>■ Strengthen preparation, support, and ongoing development of principals.</li> <li>■ Encourage district and school innovation related to teacher and leader recruitment, selection, and the development of career pathways.</li> </ul>	<p><i>Possible stakeholders:</i></p> <ul style="list-style-type: none"> <li>■ State talent development office staff</li> <li>■ Educator preparation accountability staff</li> <li>■ State directors of educator effectiveness</li> </ul>

Strategic Plan

Educator Effectiveness Initiatives, Policies, or Programs

Key Stakeholders and Program Staff

Strategic Plan	Educator Effectiveness Initiatives, Policies, or Programs	Key Stakeholders and Program Staff

Strategic Plan

Educator Effectiveness Initiatives, Policies, or Programs

Key Stakeholders and Program Staff


**Table 2. Alignment Across Equitable Access Strategies and Measurable Objectives**

Strategy	Substrategies	Alignment Across Initiatives	Timeline	Measurable Objectives
<p><i>Example Strategy 1:</i></p> <p><i>Encourage district and school innovation related to teacher and leader recruitment, selection, and the development of career pathways by focusing on the highest need content areas, schools, and districts to ensure that all educators are school and learner ready on Day 1.</i></p>	<p><i>Example substrategies:</i></p> <ul style="list-style-type: none"> <li>■ <i>Reform the state’s educator preparation program approval process and revise the educator preparation regulations to align with the new vision.</i></li> <li>■ <i>Design and implement a Web-based data and accountability system for all state-approved educator preparation programs, including candidate graduate responses and employer satisfaction with candidates.</i></li> <li>■ <i>Review teacher performance-based assessments and implement a voluntary pilot of one assessment that aligns with the Common Core State Standards.</i></li> <li>■ <i>Partner identified state institutions of higher education to integrate the research-based strategies provided by experts in the field into their curriculum to ensure that all teachers are prepared to address the individualized learning needs of all students.</i></li> <li>■ <i>Revise and update the certification regulations to ensure that the planned program requirements are developing new educators with the appropriate skills so that they are learner ready when hired.</i></li> </ul>	<p><i>Consider other policies and programs with similar goals, strategies, and substrategies to be implemented.</i></p>	<p><i>Sample timeline: summer 2015–winter 2016</i></p>	<p><i>Example measurable objectives:</i></p> <ul style="list-style-type: none"> <li>■ <i>The percentage of teacher and school leader preservice candidates who are learner ready and school ready as a result of the implementation of high-quality educator preparation programs</i></li> <li>■ <i>Completed system that measures educator readiness by preparation program</i></li> <li>■ <i>Reduced variation in preparation program quality</i></li> <li>■ <i>Equity metric: Increase the percentage of racially, ethnically, culturally, and linguistically diverse candidates who complete educator preparation programs and enter the teaching profession school and learner ready.</i></li> </ul>



Strategy	Substrategies	Alignment Across Initiatives	Timeline	Measurable Objectives

Strategy	Substrategies	Alignment Across Initiatives	Timeline	Measurable Objectives

**Table 3. Stakeholder Engagement Across Equitable Access Strategies**

Strategy or Substrategy	Key Stakeholder Engagement Activities	Stakeholder Groups Included	Timeline	Other Notes
<p><i>Example Strategy 1:</i> All strategies identified in the state Equitable Access Plan</p>	<p><i>Example activities:</i></p> <ul style="list-style-type: none"> <li>■ Establish a shortage area task force.</li> <li>■ Establish a connected educator network.</li> <li>■ Use existing stakeholder groups through regional collaborative meetings.</li> </ul>	<p><i>Example stakeholder groups:</i></p> <ul style="list-style-type: none"> <li>■ K-12 and institutions of higher education regional collaborative meetings</li> <li>■ Shortage area task force</li> <li>■ Other state educator networks, such as a network of teacher leaders designed to support the implementation of state initiatives</li> </ul>	<p><i>Sample timeline: Ongoing</i></p>	<p><i>Other questions to consider:</i></p> <ul style="list-style-type: none"> <li>■ Are any individuals not currently invited but should be?</li> <li>■ What opportunity exists to align messages across engagement activities?</li> </ul>

Strategy or Substrategy	Key Stakeholder Engagement Activities	Stakeholder Groups Included	Timeline	Other Notes

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**Table 4. Data Metrics and Ongoing Monitoring Across Equitable Access Strategies**

Strategy/ Substrategy	Measurable Outcomes	Key Data Metrics and Data Sources	Items to Be Monitored	Data Collection and Monitoring Timeline	Key Department Staff
<p><i>Example Strategy 1:</i> Strengthen preparation, support, and ongoing development of teachers.</p>	<p><i>Example measurable outcomes:</i></p> <ul style="list-style-type: none"> <li>■ The percentage of teacher and school leader preservice candidates who are learner ready and school ready as a result of the implementation of high-quality educator preparation programs</li> <li>■ Completed system that measures educator readiness by preparation program</li> <li>■ Reduced variation in preparation program quality</li> <li>■ Equity metric: Increase the percentage of racially, ethnically, culturally, and linguistically diverse candidates who complete educator preparation programs and enter the teaching profession school and learner ready.</li> </ul>	<p><i>Example metrics:</i></p> <ul style="list-style-type: none"> <li>■ The number of teacher preparation programs that require at least one field placement in a high-poverty or high-minority school</li> <li>■ The number of beginning teachers working in high-poverty or high-minority schools who report that their field placement prepared them well</li> <li>■ The number of high-poverty or high-minority schools that participate in a field test of new cultural competence module(s)</li> <li>■ The number of teachers from high-poverty and high-minority schools who participate in a connected educator network</li> <li>■ The number of teachers from high-poverty, high-minority schools who serve as state educators-in-residence</li> <li>■ The number of schools reporting effective teacher-leadership structures designed to improve student outcomes</li> </ul> <p><i>Example data sources:</i></p> <ul style="list-style-type: none"> <li>■ State research and development office</li> <li>■ District teacher leadership survey results</li> <li>■ District teacher leader focus group feedback</li> <li>■ New teacher survey results</li> </ul>	<p><i>Example items to be monitored:</i> Several district-level data points, including the following:</p> <ul style="list-style-type: none"> <li>■ Discipline incidents</li> <li>■ Truancy rates</li> <li>■ Dropout rate</li> <li>■ Student attendance</li> </ul>	<p><i>Example timeline: Data collection from July 2015 to January 2016, with quarterly monitoring as follows:</i></p> <ul style="list-style-type: none"> <li>■ September 2015</li> <li>■ December 2015</li> <li>■ March 2016</li> <li>■ June 2016</li> </ul>	<p><i>Identify individuals and state department affiliation responsible for data collection and progress monitoring.</i></p>

Strategy/ Substrategy	Measurable Outcomes	Key Data Metrics and Data Sources	Items to Be Monitored	Data Collection and Monitoring Timeline	Key Department Staff

**Table 5. Funding Streams Across Equitable Access Strategies**

Strategy/ Substrategy	Funding Stream	Fund Type	Funding Restrictions	Funding Gaps
<p><i>Example Strategy 1: Improving Educator Evaluation Systems</i></p>	<p><i>Example funding stream: Race to the Top grant funding</i></p>	<p><i>Sample fund types (e.g., federal formulas, competitive grants, state funds, local funds): Grant</i></p>	<p><i>Sample funding restrictions (e.g., students from low-income families, migrant populations, English learners): ? Limited to use in our 16 Race to the Top districts.</i></p>	<p><i>Sample funding gap: Our Race to the Top funds will sunset at the end of 2014–15, so we will need to identify a new funding source to continue this program.</i></p>





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