

**PCC YEAR 3 MANAGEMENT PLAN**

**CAPACITY BUILDING GOAL 1. ACQUIRING KNOWLEDGE AND ACCESSING INFORMATION.  
INCREASE THE CAPACITY OF SEA STAFF THROUGH ACQUIRING KNOWLEDGE AND ACCESSING INFORMATION IN MEETING REQUIREMENTS OF NCLB.**

**Capacity Building Objective 1.1: Strengthen working relationships with SEAs and U. S. ED.**  
Strengthen existing working relationships with each SEA in the region and serve as a liaison between the SEAs, U.S. ED, and federally funded resource providers.

**TA Delivery methods and Strategies:** Print and web-based documents, face-to-face and virtual meetings, video-conferencing.

Technical Assistance Activities/Tasks	Yr. 3	Timeline	Staff or Partner	Outputs	Outcomes
Activity 1.1. 1 Convene Regional Advisory Board (RAB).	All SEAs	Ongoing	Heine, Eshima	Convene RAB annual meeting; maintain communication with RAB and other key stakeholders via bi-monthly electronic newsletter design to inform and keep members updated of PCC work	RAB members are knowledgeable about PCC work and provide meaningful guidance towards its work.
	Benchmark— Minutes of meetings. Quarterly electronic newsletter about PCC work, U.S ED guidance and mandates about the CCs work in helping SEAs meet NCLB provisions.		Ongoing		



Activity 1.1.2 Designate entity-based staff	Enhance capacity of PCC staff to provide support to SEA support teams in meeting NCLB provisions	All	Ongoing	ALL STAFF	PCC staff participates in national webinars and institutes convened by Content Centers and other research-based organizations.	PCC staff is knowledgeable about research and best practices and are more secure in their ability to provide quality PD to SEA staff.
	Benchmark—Reports from training available; staff used knowledge gained in work.					
Activity 1.1.3 Develop and implement communication plan to further coordination and collaboration between the SEA and technical assistance providers		Hawaii	Sept. 2007	Dumas	Work with SEA office of curriculum and instruction to design a communication plan between the SEA, PCC and other TA providers	Increased communication for effective SEA results
	Benchmark—Communication plan; minutes of meetings					



**Capacity Building Objective 1.2: Ensure access to information and best practices.**

Ensure SEAs, district and school-level educators, parents, and community members have access to information on research-based improvement strategies and best practices.

**TA Delivery methods and Strategies:** Print and web-based documents, PCC web-site portals, Moodle, on and off-site workshops/webinars.

Technical Assistance Activities/Tasks	Yr. 3	Timeline	Staff or Partner	Outputs	Outcomes
Activity 1.2.1 Establish Expert Panel of the Pacific (EPP).	All SEAs	July 2007	Low	Convene EPP at PEC in July in Hawaii and plan for follow up webinars and other strategies for building capacities of SEA staff.	SEA staff increased their knowledge in selected themes that are based on NCLB requirements through contact with the EPP.
	Benchmark—EPP plan outlining strategies to offer virtual training and facilitated online discussions		Sept. – Dec. 2007		
Activity 1.2.2 Convene NCLB Forum	All SEAs	July 2007	Low, Heine, Partners	Conduct NCLB-focused forum held at PEC 2007 in Hawaii; theme and presenters identified and confirmed, March 2007 for PEC 2007 in Hawaii; follow-up webinars on NCLB forum topics by each presenter March 2008	Improved capacity of SEA staff to implement NCLB provisions
	Benchmark—NCLB Forum flyer and archived presentations		Dec. 2007		



	Benchmark—Follow-up thematic webinars by presenters		Sept – Dec. 2007			
Activity 1.2.4 Disseminate information on best practices	All SEAs	On-going	Soe	Link SEA staff to research-based information and best practices through portals on the PCC website; compile information on school improvement resources and design website to facilitate effective dissemination of evidence-based research, products, resources, and services	SEA staff and policymakers regularly use PCC disseminated research-based information and best practices to inform their work.	
	Benchmark—Compilation of resources and tools for data management		Dec. 2007			
Activity 1.2. 3 Provide TA and training to support data collection, management and use.	All	Ongoing	Coordinated by Soe	Continue to link SEA staff to data management resources, tools, and professional development models, and train staff in their	SEAs capacities to analyze, manage, and use data improved.	
	Benchmark—Guide on how to collect and use data		Dec. 2007			
Activity 1.2.4 Collaborate with National Content Centers	All	Ongoing	Heine, Dumas, Low, Burger	Connect SEAs to national content centers and other TA providers to provide SEA with timely access to high-quality resources and timely relevant information	The SEA will have increased access to timely information regarding proven and promising practices.	
	Benchmark—Report of collaboration		April 2008			



**CAPACITY BUILDING GOAL 2. TECHNICAL ASSISTANCE.**

**BUILD THE PACIFIC SEAS’ CAPACITY TO SUPPORT DISTRICTS AND SCHOOLS MOST IN NEED OF IMPROVEMENT, RAISING STUDENT ACHIEVEMENT, CLOSING THE ACHIEVEMENT GAP AMONG DIVERSE STUDENT POPULATIONS, AND MEETING THE NEEDS OF NCLB.**

**Capacity Building Objective 2.1: Standards.**

Provide SEA curriculum and ELL specialists with the knowledge, tools, processes and skills to review and refine standards, particularly ELP standards, that set high expectations for all ELLs in their jurisdiction and meet the provisions of NCLB.

**Research/evidence-based knowledge and/or tools:** WIDA ELP standards ([www.wida.us](http://www.wida.us)), TESOL K-12 standards ([www.tesol.org](http://www.tesol.org)), TESOL Pre-12 language proficiency standards in core content areas ([www.tesol.org/s\\_tesol/sec\\_document.asp?CID=1186&DID=3462](http://www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=3462)), ELL Outlook ([www.coursecrafters.com/ELL-Outlook](http://www.coursecrafters.com/ELL-Outlook)), Ministry of Education, New Zealand on Pacific Education ([www.minedu.govt.nz/index.cfm?layout=index&indexID=6191&indexparentid=5871](http://www.minedu.govt.nz/index.cfm?layout=index&indexID=6191&indexparentid=5871)), *Understanding by Design* by Wiggins & McTighe.

**TA Delivery methods and Strategies:** Print and web-based documents, consultation on and off-site, working groups, professional development activities, Video-conferencing.

Technical Assistance Activities/Tasks		Yr. 3	Timeline	Staff or Partner	Outputs	Outcomes
Activity 2.1.1 Assist SEAs develop a process to review and refine standards.	Facilitate ELP Standards development, review, and approval	AS, CNMI, Guam	Dec. 2006	Low, Sataua, Legdesog	Facilitate implementation of plan to meet NCLB requirements for ELP standards	Participating SEAs move toward or met NCLB requirement for ELL standards.
	Benchmark—Progress report of facilitated discussions, access to and use of links to review and refine standards.		Oct. 2006			



	Facilitate review and development of secondary school standards and provide TOT of standards and learning targets (social studies and science); provide training to teachers on standards	Palau, RMI	Sept. 2007	Dumas, Rilometo, Emesiochl	Facilitated standards review process in Sept. 2007 with teams of high school teachers and principles; identify core values and knowledge that need to be taught; assist teachers to write standards in science and social studies	SEA and school-based staff skills and knowledge of the process of standards development improved
	Benchmark—Drafted grade 10-12 Palau standards and learning targets in Science and Social Studies ; RMI standards for grades 9-12 for Social Studies and Health		Oct 2007			



	Facilitate review of math, science, and social studies and language arts standards	Guam	Dec. 2007	Burger, Dumas, Legdesog	Facilitate review of baseline data from Benchmark Tracker (web-based criterion-referenced assessment) to review and revise LA, math, social studies, and science standards	Capacities of SEA staff to review and clarify standards improved
	Benchmark—Revised standards and PD plans for school level staff.		Jan. 2008			
	To the extent possible given PCC funding, facilitate review of FSM DOE staff responsible for development of Vocational and Industrial Education standards	FSM	Nov. 2007 – April 2008	TBD	Create a review team consisting of vocational teachers and specialists and other stakeholders to review existing standards, and adapt them as needed	Capacities of SEA and school-level staff to conduct review and understand standards-based education is improved
	Benchmarks—Draft standards to guide curriculum development in vocational and industrial education in FSM		April 2008			
	Facilitate review and alignment of standards, curriculum, and assessment	Pohnpei	Nov. 2007- April 2008	Rilometo, Dumas, Legdesog	Create a review team consisting of teachers representing K–12 grade clusters and specialists; collect curriculum materials used and engage them in an alignment process to standards and assessment	Capacity of teachers and SEA staff to review and align curriculum to standards and assessment improved
	Benchmark—Document aligning curriculum materials in grade levels to standards in subject areas.					



### Capacity Building Objective 2.2: Assessment.

Provide SEA curriculum and assessment specialists with the knowledge, skills, and tools, needed to review, develop, align, and use assessments in order to increase student achievement, close achievement gaps, and meet the provisions of NCLB.

**Research/evidence-based knowledge and/or tools:** WIDA assessments ([www.wida.us](http://www.wida.us)), TESOL assessments ([www.tesol.org](http://www.tesol.org)), ELL Outlook ([www.coursecrafters.com/ELL-Outlook](http://www.coursecrafters.com/ELL-Outlook)), Ministry of Education, New Zealand on Pacific Education ([www.minedu.govt.nz/index.cfm?layout=index&indexID=6191&indexparentid=5871](http://www.minedu.govt.nz/index.cfm?layout=index&indexID=6191&indexparentid=5871)), Center on Assessment and Accountability ([www.aacompcenter.org/cs/aacc/view/nclb/6](http://www.aacompcenter.org/cs/aacc/view/nclb/6)), CCSSO ([www.ccsso.org/](http://www.ccsso.org/)), Assessment Training Institute ([www.assessmentinst.com](http://www.assessmentinst.com)), National Center for Educational Outcomes (<http://education.umn.edu/nceo>); R. J. Stiggins (*Leadership for Excellence in Assessment, 2001*).

**TA Delivery Methods and Strategies:** Print and web-based documents, consultation off-site, video-conferencing.

Technical Assistance Activities/Tasks		Yr. 3	Timeline	Staff or Partner	Outputs	Outcomes
Activity 2.2.1 Assist SEAs to identify appropriate assessment tools and to develop plan for assessment review.	Provide technical support to CNMI PSS to link research on classroom-based assessments to large-scale accountability assessment described in NCLB	CNMI	April–June 2008	Burger	Connect CNMI staff to appropriate internet links and resources on classroom-based assessment	The CNMI PSS staff members have increased skills in classroom based assessment.
	Benchmark—Prototype classroom-based assessment for review by CNMI PSS.		June 2008			
	Assist in identifying appropriate grade 9 diagnostic tests and instruments for student placement and tracking in high school	Yap	Oct. 2007	Burger, Legdesog	Review current assessment tools currently in use with Yap DOE team and high school	Yap SEA staff is informed about appropriate tool for student placement and tracking.



	Benchmark—Recommended assessment tool.		Nov. 2007			
	To the extent resources are available, facilitate and train SEA staff in constructing standards-based assessment tool for English writing, reading, and math	FSM Palau	Aug.–Nov. 2007	Burger, Rilometo, Legdesog	Train teachers and specialists to be familiar with standards; then, using that knowledge, help them through a process to understand test item constructions ensuring validation and linking items to standards	FSM SEA staffs are informed about the process of assessment development and validation.
	Benchmark—Report of process and training conducted		June 2008			



**Capacity Building Objective 2.3: Accountability.**

Provide SEA staff the knowledge, tools, processes, and skills to review and refine their accountability and reporting systems in order to meet NCLB provisions.

**Research/evidence-based knowledge and/or tools:** Linn, R. L. (1998). Standards-based accountability: Ten suggestions. CRESST Policy Brief. Los Angeles National Center for Research on Evaluation, Standards, and Student Testing. Erpenbach, W.J. et al (2003) Statewide educational accountability under NCLB: Central issues arising from an examination of state accountability workbooks and U.S. Department of Education reviews under the No Child Left Behind Act of 2001 [www.ccsso.org/content/pdfs/StatewideEducationalAccountabilityUnderNCLB.pdf](http://www.ccsso.org/content/pdfs/StatewideEducationalAccountabilityUnderNCLB.pdf); [www.ccsso.org/content/pdfs/GEAR.pdf](http://www.ccsso.org/content/pdfs/GEAR.pdf); Dean, C. Galvin M. and Parsley, D. (2005) *Success In Sight* (McREL); Fuhrman, S. (1999). The new accountability. CPRE Policy Briefs, Consortium for Policy Research in Education; Approved State Accountability Plans. [www.ed.gov/adminis/lead/account/stateplans03/index.html](http://www.ed.gov/adminis/lead/account/stateplans03/index.html); US Department of Education. Guidance on standards, assessments, and accountability at <http://www.ed.gov/offices/OESE/StandardsAssessment/assess.htm/>; Goodwin, B., Englert, K., & Cicchinelli, L. F. (2003). *Comprehensive accountability systems: A framework for evaluation* (rev. ed.). Aurora, CO: Mid-continent Research for Education and Learning.

**TA Delivery Methods and Strategies:** Print and web-based documents, consultation on and off-site, video-conferencing, professional development - training of trainers model.

Technical Assistance Activities/Tasks		Yr. 3	Timeline	Staff or Partner	Outputs	Outcomes
Activity 2.4. 4 Assist SEAs build systemic support for districts and schools.	Carry out review process in SEAs to determine process for support to schools in need of improvements	All entities	Oct. 2007	Heine, Dumas	Meet with SEAs to review policies and practice relative to system of school support; share research on system of school support; identify gaps in system of support	System efficiency resulting in improved student results



	Benchmark—A map of the system of support, including recommended changes in policies and procedures					
	Continue TA to SEAs and school staff on components of monitoring systems and link SEA staff to resources on school visitations, data gathering, and report forms and procedures	Yap	July 2007	Legdesog	Facilitate review of current monitoring and accountability system with SEA staff; review research on monitoring and accountability systems; link staff to existing resources, tools, procedures and report forms; assist staff to compile and analyze data collected	Increased staff understanding and capacity to implement monitoring procedures
	Benchmark—Data from school monitoring is used for multiple school improvement purposes		Oct. 2007			



### Capacity Building Objective 2.4: High Quality Teachers.

Increase the capacity of SEA staff to develop systems and policies to (a) recruit and retain highly qualified teachers and principals and (b) identify proven methods for raising the quality of in-service teachers and principals.

Research/evidence-based knowledge and/or tools: TQ Source <http://www.tqsource.org/strategies>; CCSSO, [http://www.ccsso.org/product/Center\\_for\\_Improving\\_Teacher\\_Quality](http://www.ccsso.org/product/Center_for_Improving_Teacher_Quality); What Works Clearinghouse <http://www.whatworksclearinghouse.org>; National Commission for Teaching and America's Future, <http://www.ncsu.edu>; <http://www.ierc.siue.edu/documents%20Quality>; <http://www.teacherpolicyresearch.org/portal>; NCLB and Highly Qualified Teachers: Three Questions that All States Must Ask and Answer [http://www.ecs.org/html/specialtq/tq\\_3\\_questions.htm](http://www.ecs.org/html/specialtq/tq_3_questions.htm); MCREL (2004) Systematic Evaluation of Teacher Preparation: Implications for Policymakers and Higher Education Administrators; First Thing First Framework [www.irre.org/ftf/](http://www.irre.org/ftf/); Talented Development High School [www.csos.jhu.edu/tdhs](http://www.csos.jhu.edu/tdhs); High School That Works [www.sreb.org/hstw.hstwindex.asp](http://www.sreb.org/hstw.hstwindex.asp); [www.goodschools.gwu.edu](http://www.goodschools.gwu.edu)

**TA Delivery Methods and Strategies:** Print and web-based documents, consultation on and off-site, video-conferencing, professional development - training of trainers model and, in the FSM and RMI, with teachers.

Technical Assistance Activities/Tasks	Yr. 3	Timeline	Staff and/or Partners	Outputs	Outcomes
Activity 2.4.1 Foster collaboration among SEAs and IHEs in planning and improving quality of teachers and administrators.	All except Hawaii	Dec.– April 2007	Heine, Low, L. Lee	Convene Pacific Higher Education Council in collaboration with the REL Pacific program's mini-research and National Content Center on Teacher Quality to discuss teacher quality issues jointly with SEA representatives	Improved collaboration among SEAs and IHEs regarding teacher quality; SEA staff better informed about topical areas covered in webinars
	Benchmark—Policy and program recommendations concerning teacher quality in the region	June 2008			
Activity 2.4.2 Provide guidance in teacher evaluation plans and processes.	AS and Yap	Fall 2007	Low, Legdesog	Facilitate development of teacher evaluation plan; link SEA to resources and best practices on teacher evaluation	Capacity of SEA staff to use data for management is improved.



	Benchmark—Evaluation plan with implementation processes		June 2008			
Activity 2.4.3 Analyze and assist SEAs to develop plans for addressing school leadership training needs	Assess school leadership needs and provide training for school principals in areas identified in assessment	Chuuk, Palau	Sept. 2007	Emesiochl	Conduct an assessment of training needs of SEA principals; based on results, develop a training plan and provide training to principals in identified areas	Enhanced leadership skills leading to better student results.
	Benchmark—Leadership training modules		Nov. 2007			
Assist SEAs to strengthen capacities of their teachers (FAS) and SEA staff (Territories and Hawaii) in high need areas.	Provide TOT in critical need areas for SEAs (i.e., Adolescent Literacy, ELL [SIOP, PRIME and other designs]), including follow ups activities as needed, and to improve capacities of classroom teachers and SEA staff to meet needs of NCLB and other federal requirements	ALL	Ongoing	Low, Lee, Hanson	Convene topical workshops/ institutes in areas identified as high-need for teachers and staff	Classroom teachers and SEA staff are trained to provide training in own jurisdiction.
	Benchmark—Training carried out, and trainers using training with teachers in own jurisdictions.		March 2008			



	Provide training and technical assistance to SEA staff to effectively assist Pacific Islander children and families transition to school and classrooms in Hawaii	Hawaii	July 2007– March 2008	Legdesog, Heine, Filibert	Provide training to resource personnel and other SEA staff to familiarize them with culture, language, and values of immigrants from Pacific Islands	Capacities of SEA staff to work with immigrant populations from Pacific Islands improved.
	Benchmark—Guidelines for working with Pacific Island families		April 2008			
	Facilitate follow-up technology training via Webinar or Elluminate for SEA trainers focusing on the use of various technology media to enhance classroom instructions	ALL	Sept.– Dec. 2007	Rao	The webinars or Elluminate trainings are follow-up sessions from technology training conducted for SEA trainers at PEC.	Increased capacities of SEA trainers to use technology to improve instructions
	Benchmark—Webinars are conducted.		Dec. 2007			
	Facilitate training of teachers on multi-grade strategies; convert multi-grade teaching module to teacher certification course to use for COM-FSM teacher training program	Yap	Nov. 2007	Legdesog	Using research and identified effective practices on multi-grade teaching, co-facilitate and support local trainers in the multi-grade teacher workshops; facilitate debriefing sessions with local trainers and revise Yap DOE module materials as needed; convert module to a credit course for COM-FSM	SEA staffs have capacity to train teachers about multi-grade teaching strategies.



	Benchmark—COM-FSM credit course on multi-grade teaching		May 2008			
	Facilitate planning for WASC accreditation review	Pohnpei	Ongoing	Heine, Partners	Face-to-face meeting with accreditation team to plan, review accreditation standards, and determine strategies to gather data to support school accreditation report (activity not done in Year 1)	High school staffs are better informed about WASC accreditation standards and can integrate them to work and effectively use tools to collect relevant data for WASC report.
	Benchmark—A report to WASC		June 2008			
	Provide TA to assist DOE to form and implement content-area based improvement plans	Kosrae	Sept. 2007	Dumas	Convene teams of curriculum specialists, administrators, teachers, and parents in collaboration with Kosrae PIRC to share research about school improvement and develop improvement plans.	Increased capacities of staff to develop and implement needed school-level changes
	Benchmark—School improvement plan design.		Nov. 2007			
	Provide support and assistance to SEA staff as they continue process of high school reform, including development of improvement plans	Hawaii Guam Kosrae RMI	Apr. 2008	Legdesog, Dumas, Heine	Share research and best practice on school improvement plan development; facilitate SEA and stakeholders teams' discussions, and help develop protocols and design training for SEA staff to work effectively with school personnel	Increased SEA capacity to implement change in schools
	Benchmark—Training for SEA staff; school improvement protocol and design		May 2008			



	Assist the SEA in a review of literature on the effectiveness of the middle school design and inform decisions by policy makers	Hawaii	Jan. 2008	Dumas	Conduct a review of literature and provide report to middle school team about research and best practice in middle school design.	The SEA leadership has the data necessary to provide the Board of Education with informed recommendations.
	Benchmark—Report to middle school team		March 2008			
	Assist SEA in developing professional development plan	AS and the RMI	Oct. 2007	Low Sataua Heine	Facilitate the collaboration of an annual professional development plan that will be implemented, evaluated, refined, and used annually	Capacity of SEA staff improved.
	Benchmark—Professional development plans		Jan. 2008			
	Facilitate training on teaching techniques for improving students' vocabulary and reading comprehension for upper elementary and high school English teachers	Palau	Oct. 2007	Dumas	Conduct training of trainers session on effective teaching strategies for vocabulary instruction and improving reading comprehension	Capacities of SEA teachers to teach vocabulary improved.
	Benchmark—Report of training.		Nov. 2007			



**Capacity Building Objective 2.5: English Language Learners.**

Provide SEA staff with the knowledge, skills, and tools needed to help schools close the achievement gaps of at-risk English language learners.

**Research/evidence-based knowledge and/or tools:** OELA ([www.ncela.gwu.edu/oela/](http://www.ncela.gwu.edu/oela/)), WIDA ([www.wida.us](http://www.wida.us)), TESOL ([www.tesol.org](http://www.tesol.org)), SIOP ([www.siopinstitute.net/](http://www.siopinstitute.net/)), ELL Outlook ([www.coursecrafters.com/ELL-Outlook](http://www.coursecrafters.com/ELL-Outlook)), Ministry of Education, New Zealand on Pacific Education ([www.minedu.govt.nz/index.cfm?layout=index&indexID=6191&indexparentid=5871](http://www.minedu.govt.nz/index.cfm?layout=index&indexID=6191&indexparentid=5871))

**TA Delivery Methods and Strategies:** Print and we-based documents, consultation on and off-site, video-conferencing, professional development - training of trainers model and, in the FAS, with trainers and teachers.

Technical Assistance Activities/Tasks	Year 3	Timeline	Staff or Partner	Output	Outcomes
Activity 2.5.1 Create ELL portals on PCC Website.	All	On-going	Rao, Low	Worked with content centers to identify key ELL websites and add new portals; identify international sites that offer research-based information based on similar contexts to the Pacific; through PCC website, share relevant websites with Pacific educators	Eight key ELL portals established on the PCC Website Staffs are linked to research and best practices; capacities to do work enhanced.
Benchmark—ELL links reviewed and four new links added to webpage; status report of usage		Jan. 2008			
Activity 2.5.2 Create ELL Pacific Network Consortium.	All	On-going	Low, UOG	Study groups and timelines established and implemented on focused ELL topics.	Pacific region participants' ELL knowledge increased; capacity to do work enhanced.
Benchmark—Planned series of study groups focused on specific ELL topics related to NCLB		Sept. 2007			



Activity 2.5.3 Provide guidance to SEAs on ELL standards and assessments policy.	Facilitate ELL standards review and refinement, including links to resources on ELL frameworks and best practices	Guam AS	On-going	Low, UOG	Consulted with SEA staff on ELP standards and assessment policy	ELL standards and assessment policies comply with NCLB requirements.
	Benchmark—Progress report of facilitated discussions and their access and use of links to review and refine standards		Ongoing			
	Provide guidance to SEAs on language policy review	AS	On-going	Low	Provided consultation to AS Language Policy Task Force committee	Language policy document ready for ratification January 2007.  SEA staff informed about research-based knowledge behind language policy and practices that support it.
	Benchmark—Progress report on language policy discussions and recommendations for next steps		Sept. 2007			



	Provide consultations on the development of quarterly student progress assessment and monitoring schemes for grades 3–8 in core content areas	Kosrae	Nov. 2007	Dumas	Link staff to research and best practices on assessing and monitoring literacy and math skills of middle school students	Improved capacity to track student performance and utilize the data to improve teaching and learning
	Benchmark—Recommendations for a monitoring scheme for 8th grade students designed to improve language and math skills.		Dec. 2007			



**Capacity Building Objective 2.6: Special Education.**

Provide SEA staff the knowledge, skills, and tools to educate districts and schools around closing the achievement gaps for special education students.

Research/evidence-based knowledge and/or tools: [http://www.nccrest.org/draft\\_rubric.pdf](http://www.nccrest.org/draft_rubric.pdf); mellard, D. (2004) *Understanding Responsiveness to Intervention in Learning Disabilities* [www.nrld.org/publications/papers/mellard.pdf](http://www.nrld.org/publications/papers/mellard.pdf) ; <http://www.rrfnetwork.org/content/view/21/41>; <http://www.ed.gov/policy/speced/guid/idea/tb-nclb-align.doc>; <http://www.centeroninstruction.org/reading.cfm>; <http://www.centeroninstruction.org/math.cfm>; <http://www.centeroninstruction.org/specialed.cfm>; <http://www.specialconnections.ku.edu>; <http://www.nprinc.com>; <http://knowledge-by-design.com/>

**TA Delivery Methods and Strategies:** Print and we-based documents, consultation on and off-site, video-conferencing, professional development - training of trainers model and, in the FAS, with trainers and teachers.

Activities	Yr. 3	Timeline	Staff or Partner	Outputs	Outcomes
Activity 2.6.1 Collaborate with WRRC and the University of Guam to provide TA as SEAs continue to explore implementation of RtI as a means to effectively meeting needs of all students, particularly those with disabilities..	Hawaii, AS, CNMI, Guam	Ongoing	WRRC, the University of Guam	Webinar provides access to research-based information about RtI models.	Improved academic results for all students, especially students with disabilities
Benchmark—RtI implementation guideline		June 2008			
Activity 2.6.2 Consult with Hawaii SPED to identify high priority needs and plan intervention activities.	Hawaii	Sept. 2007	Dumas, WRRC	Consult with Hawaii SEA and determine needs and plan further TA.	Capacity of SEA staff to ensure effective implementation of instructional programs at the school level enhanced.



Benchmark—Hawaii SPED professional needs and priorities.		Oct. 2007			
Activity 2.6.3. Jointly host second meeting of PCIC together with SPED directors	All	May 2008	Dumas, WRRC	Convene annual meeting of Pacific Curriculum and Instruction Council (PCIC) and SPED directors from service region to identify priorities and plan intervention activities	Coordinated planning and efficient implementation of services to SEA clients
Benchmark—Proceedings from meeting with recommendations for further support		June 2008			

