Increasing Educator Diversity Plan
Proposed Revisions Tool

Decision:	District:
Approved	

Proposed Increasing Educator Diversity (IED) Plan Revisions

This tool is designed to be used by districts identified as receiving conditional approval of their IED plans and required to resubmit revisions to the Connecticut Department of Education (CSDE) for approval. The tool is similar in format to the IED Plan Review and Feedback Tool. The left column lists the key questions that were used by reviewers to review and provide feedback on IED plans.

Directions for use of this revisions tool

- To utilize the fillable options of this PDF tool, open the document in Adobe Acrobat.

- This document has three separate sections, and each section title mirrors that of the IED Plan Review and Feedback Tool.

- In the center column labeled "Feedback" for each section, copy and paste the feedback the district received on the IED Plan Review and Feedback Tool. Be sure to do so for all three sections of the document. The text boxes are scrollable.

- In the column on the right labeled "Revisions," describe and explain the revisions you have either made or propose to make to your IED plan in relation to **both the questions in the column on the left AND the CSDE feedback.** Be sure to address questions and feedback for all three sections. The text boxes are scrollable.

CONNECTICUT Education

CCNETWORK Comprehensive Center Network

REGION 2 Connecticut New York Rhode Island

1. Clear Goals and a Theory of Action

Key Questions Guiding Review

- Does the theory of action align with the district's vision for equity?
- Is the theory of action clearly articulated, and does it establish a direct connection with the goals identified in the plan?
- Are the goals specific, measurable, attainable, ambitious, relevant, and time bound (SMAART)?
- Is it evident that the goals identified are based on the district's most current data and/or any data projections the district has about the educator workforce?
- Is it clear what success will look like (how things will be different) if the goals are achieved?
- Are the indicators of progress for each goal clearly described and likely to support achievement of the goal?

Characteristics of a Strong Plan

- The plan specifies an ambitious, easy-to-understand theory of action with a clear connection to goals. All components of the plan are undergirded by a strong root-cause analysis.
- The plan defines the goals in terms of specific and measurable outcomes based on the district's most current data, and any projections they have, about the educator workforce.
- The goals address all parts of the workforce pipeline (recruiting, selecting, hiring, sustaining, and retaining).
- If the goals are achieved, there will be a marked difference in the district's educator workforce that is apparent to everyone.
- The goals and theory of action are clearly linked to overall system commitments and goals.

Reviewer Feedback	Proposed Revisions

2. Strategies, Key Activities, and Vital Processes

Key Questions Guiding Review

- Are the strategies and key activities for each goal relevant and research-based and/or informed by best practices?

- For each goal, is there a coordinated and coherent set of strategies described that will support achievement of the goal?

- For each goal, is a single person identified who is responsible for monitoring progress and ensuring successful implementation?

- For each strategy, is it clear who needs to do what and by when?

- Are the indicators of progress clearly described and relevant for each strategy/activity?

- Does the plan describe clearly how system leaders and accountable leaders will be involved in and/or informed about the plan, its progress, and problem-solving to address challenges in implementation?

Characteristics of a Strong Plan

- The plan engages senior leaders from important interested and/or affected parties.

- The plan has a clear set of strategies that are based on research and best practices.

- Chosen strategies are relevant to each goal, complement one another, build upon one another, and are sequenced to achieve the plan's goals.

- Each strategy specifies the necessary roles at every level—from the state to the school—for successful implementation.

- Each strategy has a single accountable owner.

- The plan defines a clear measure of success for each goal, and each activity has a defined set of indicators of success that includes specific and time-bound implementation milestones and evidence of implementation quality.

Reviewer Feedback	Proposed Revisions

3. Resources, Communication & Risk Mitigation

Key Questions Guiding Review

- Is it evident that the team represents and/or has access to and strong relationships with people and information they need for problem-solving and keeping the work on track?

- Are the personnel, financial, technological, and other resources required to achieve goals clearly identified?

- Are the identified resources adequate for implementing a deliberate and differentiated communications strategy that will build a critical mass of support for each goal and the plan as a whole?

- Are the key interested and/or affected parties the district will need to engage for successful implementation of each goal clearly identified, and is engagement with them clearly described?

- Is it evident how the team will onboard new leaders when leadership transitions occur?

- Are major risks that might cause the work to go off course clearly identified?

- Are strategies described to mitigate potential risks?

- Is it evident in the plan that the district has considered implications for other systems and initiatives in the district and/or in the state?

Characteristics of a Strong Plan

- The plan clearly identifies the team lead and core team members.

- The team has the right mix of people, talent, influence, and access to key individuals in the state who can be tapped to help solve problems and keep the work moving to achieve goals.

- There is a clear communication strategy that details the messages, modes of communication, frequency and timing of communication, and messengers.

- The plan gives a clear picture of how the strategies can work with the resources available, or it specifies how the needed resources can be obtained.

- The plan identifies key interested and/or affected parties who will be most critical to the success of any potential policy change.

- The plan details risks and constraints along the delivery chain—including weak relationships, chokepoints, funding shortfalls, and other potential major issues—and there are potential solutions for managing these risks.

- The plan includes the essential work that must occur across institutions, including the state, educator preparation programs, districts, and schools. Interdependencies are well understood and articulated.

- The team proactively manages transitions so that new leaders quickly become familiar with and supportive of the increasing educator diversity plan.

Reviewer Feedback	Proposed Revisions