

West Virginia Educator Equity Plan

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Section 1: Introduction

The West Virginia Department of Education (WVDE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and leaders in West Virginia. This plan responds to Education Secretary Arne Duncan’s July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. West Virginia’s plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state’s Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state’s plan be revised by the SEA if necessary. Given the importance of strong leadership, our plan also includes the specific steps that we will take to ensure that students from low-income families, students of color, and students with special needs are not disproportionately attending schools led by inexperienced or unqualified principals.

This plan details our approach to achieving our objective of improving access to excellent educators for West Virginia’s most disadvantaged youth. However, West Virginia is committed to improving student outcomes across the state by expanding access to excellent teaching and leading for *all* students. As such, the plan is not about a narrow and impractical redistribution of high-quality educators from low-need to high-need districts, schools, and classrooms, but rather a comprehensive approach to strengthening and maintaining teacher and principal effectiveness across the state, with an emphasis on our schools with the greatest need. Specifically, West Virginia has highlighted an ongoing comprehensive plan to address equity in our neediest district, McDowell County. Our intent is to utilize the Reconnecting McDowell model as a blueprint for our state equity plan.

To create this plan, a team of leaders at the West Virginia Department of Education (WVDE), led by the Chief Accountability and Performance Officer for School Effectiveness, took the following steps:

- Established an *Internal Educator Equity Team*, led by the Office of Educator Development, to serve as the primary liaison to stakeholders to develop and implement the West Virginia educator equity plan; (See Appendix A)
- Conducted a needs assessment by reviewing existing educator and leadership reform initiatives (specifically *Reconnecting McDowell*) and corresponding implementation plans and timelines, to determine existing stakeholder engagement and potential alignment of goals; (See Appendix B)
- Developed and began implementing a long-term strategy for engaging various stakeholders in a unified effort to ensure equitable access to excellent educators;
- Reviewed data available in our WV Data Profile as well as our WV Education Information System (WVEIS) and West Virginia Educator Evaluation System (WVEES) to identify equity gaps; (See Appendix C)
- Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that underlie our equity gaps to identify and target our strategies accordingly;
- Consulted with national experts to determine best-practices and national data trends; and
- Set measureable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Scan of State-Level Policies, Initiatives, and Currently Available Data

The *Internal Educator Equity Team* within the West Virginia Department of Education (WVDE) performed a scan of current legislation, policies, reform initiatives, reports, and available data that guide the educational process in West Virginia. In collaboration with additional WVDE personnel and representatives from external entities, the team conducted an extensive review of relevant and available data. Specifically, West Virginia reviewed the following:

Existing W.Va. Code and West Virginia Board of Education (WVBE) Policies.

State policies and practice for improving educator preparation, licensure, recruitment, retention, development, and support include, but are not limited to the following:

- **W.Va. Code §18A-3C-3: West Virginia Support for Improving Professional Practice (WV SIPP).** In support of the West Virginia Educator Evaluation, in 2012, Governor Tomblin proposed House Bill 4236 (now W.Va. Code 18A-3C-3), requiring counties to create a Support for Improving Professional Practice (WVSIPP) plan. The WVSIPP plans (which must be approved annually by the WVBE) document the counties' data-driven commitment to professional development and continuous support to ALL educators. The *West Virginia Comprehensive System for Teacher Induction and Professional Growth* (established in W.Va. Code 18A-3C-3) allows flexibility for combining available funds (including mentoring funds) for that purpose.
- **W.Va. Code §18A-4-2c: Providing a teacher mentoring increment for classroom teachers with national board certification who teach and mentor at certain schools.** During the 2015 legislative session, House Bill 2381 was signed into law to provide a teacher mentoring salary increment for classroom teachers with National Board for Professional Teaching (NBPTS) certification who teach and mentor at persistently low performing schools. This legislation also permits districts to use other funds, including federal and local funds, available to them to increase or provide other incentives for highly qualified teachers to teach at persistently low performing schools.
- **W.Va. Code §§18C-4A-1, 18C-4A-2, 18C-4A-3. Expanding the Availability of the Underwood-Smith Loan Forgiveness Program.** In an effort to attract and retain effective teachers to high poverty schools, House Bill 2645 was signed into law during the 2015 legislative session. The law modified the Underwood-Smith Teacher Loan Assistance Program by increasing the annual award from \$2,000 to \$3,000.
- **WVBE Policy 2322: Standards for High Quality Schools.** This Legislative rule describes the seven common standards expected of schools to ensure a high quality education, in an engaging learning environment. The policy represents a coherent and aligned set of expectations necessary to transform schools into outcome-focused, innovative, accountable learning organizations that can prepare all students to be contributing citizens for the global, digital age of the 21st century. Policy 2322 serves as a framework to view the current teacher, counselor, principal, teacher leader, and superintendent standards. The interconnectedness of the standards provides school personnel a coherent view of the relationship between individual professional practice and the work of the school organization.
- **WVBE Policy 5100: Approval of Educational Personnel Preparation Programs.** This legislative rule establishes the process for developing, implementing, and receiving WVBE approval to operate an educator preparation program leading to West Virginia licensure in an institution of higher education.

- **WVBE Policy 5202: Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications.** This legislative rule establishes the minimum requirements for the licensure of educational personnel to be employed in the public schools of West Virginia.
- **WVBE Policy 5310: Performance Evaluation of School Personnel.** This legislative rule establishes the process for evaluation of the employment performance of professional personnel that shall be applied uniformly statewide.
- **WVBE Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders.** This legislative rule describes the nine common standards expected of educational leaders and the specific role functions of county superintendents, principals and teacher leaders. In total, the policy represents a coherent and aligned set of leadership expectations necessary to transform schools and school systems into outcome focused, innovative, accountable learning organizations that can prepare all students for powerful life options in the global, digital age of the 21st century.
- **WVBE Policy 5901: Alternative Programs for the Education of Teachers.** This legislative rule establishes candidate eligibility criteria and program requirements for alternative teacher preparation programs which lead to West Virginia professional Licensure.
- **WVBE Policy 8100: Public School Finance (Handbook for School Finance in WV).** This legislative rule establishes the guidelines for a uniform system of school district budgeting. It is intended as a ready reference for treasurers, business managers, superintendents, and others involved in school finance.

Existing West Virginia Education Reform Initiatives.

Current West Virginia initiatives designed to improve professional practice and student performance through equitable measures include, but are not limited to the following:

- ***Reconnecting McDowell.*** *Reconnecting McDowell* is a comprehensive, long-term effort to make educational improvement in McDowell County, WV, the route to a brighter economic future. Partners from business, foundations, government, nonprofit agencies and labor have committed, in a signed covenant, to seeking solutions to McDowell’s complex problems—poverty, underperforming schools, drug and alcohol abuse, housing shortages, limited medical services, and inadequate access to technology and transportation. Over 100 partners comprise a network of support to *Reconnecting McDowell* efforts. The intent is to establish a reform model that can be replicated in any district across the state and the nation in order to eliminate inequities for students. <http://www.reconnectingmcdowell.org/>
- **West Virginia Institutions of Higher Education – High Quality Educator Stakeholder Committee.** The West Virginia High Quality Educator Stakeholder Committee formed in response to WV Governor Tomblin’s Charge to the West Virginia Board of Education. The intended outcomes of this project, and the focus of a grant from the Claude Worthington Benedum Foundation, are to adopt new accreditation standards, compliance metrics, and state protocol for program approvals and reporting; and create support systems to help institutions of higher education meet new requirements.
- **Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy Stakeholder Committee.** This leadership reform initiative is charged with implementing the recommendations from the *Imagine WV* (see Appendix F) report by focusing on the following areas: 1) Preparation and Licensure; 2) Career Pathways and

Aspiring Principals; 3) Principal Recruitment and Pipelines for High-Need Geographic Areas; and 4) Principal Professional Development.

- **West Virginia School Improvement Model.** The West Virginia School Improvement Model is leveraged as a means of developing the leadership capacity of teachers and school level administrators. The WVDE school improvement model has been successfully implemented in School Improvement Grant (SIG) 1003(g) and Tier schools since 2010. Staff from the WVDE Office of Student and School Support have experience in working with the state’s 20 SIG schools to implement each of the seven turnaround principles, as necessary. The model supports LEAs and their schools in selecting and implementing interventions to improve student achievement and incorporates the correlates of effective schools – The seven characteristics identified from research that enables schools to bring all students to mastery regardless of background factors like poverty, race, gender or ethnicity: Clear and Focused Mission, Safe Orderly Environment, High Expectations for All, Time On Task/Opportunity to Learn, Strong Instructional Leadership, Frequent Monitoring of Student Progress and Positive Home/School Partnerships. <http://wvde.state.wv.us/schoolimprovement/high-quality-standards.html>
- **West Virginia ESEA Flexibility Waiver.** West Virginia received approval from the U.S. Department of Education to launch a new student achievement and school accountability system. The West Virginia Board of Education had sought permission to free West Virginia public schools from certain federal rules and deadlines to focus on improving learning and instruction. Those rules fell under the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act. The waivers allow West Virginia to use its own accountability system to more effectively identify struggling schools and to efficiently direct resources to struggling schools. <http://wvde.state.wv.us/esea/>

Reports and Standards.

Reports and Standards reviewed by the WVDE and relevant Stakeholders include, but are not limited to, the following:

- ***Imagine West Virginia Education Study: A Report on the need to Improve Leadership in West Virginia Schools*** (September 2013). This commissioned report provided additional considerations for the West Virginia Department of Education and the West Virginia Board of Education as they develop leadership standards. The thought was that these reforms are entirely complementary of the efforts of the WVBE to improve teacher quality.
- **ISLLC Standards.** For the past 16 months, the Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) have led an effort to refresh the standards to reflect research-based evidence, practitioner input and experience gained since the last update of the standards in 2008. The Interstate School Leaders Licensure Consortium Standards for School Leaders, known as ISLLC, detail the knowledge and skills effective district and school leaders need in order to build teams of teachers and leaders who improve student learning.
- **National Council on Teacher Quality (NCTQ) Policy Yearbook.** The West Virginia State Teacher Policy Yearbook prepared and reported by the National Council on Teacher Quality.

Data Collections

Data collections analyzed during this process include, but are not limited to, the following:

- **Civil Rights Data Collection.** Available data identified as relevant to the development and implementation of our state’s equitable access plan. As a starting point, we reviewed the data profile prepared by ED, in particular the Civil Rights Data Collection (CRDC) data submitted

by our state's school districts; *EDFacts* data that we provided to ED on classes taught by highly qualified teachers; state data similar to what is found in the Common Core of Data, including basic information such as demographic and comparable wage data on teacher salaries. (See Appendix C)

- **WV Educator Evaluation System Data.** West Virginia's Teacher and Principal Evaluation System. In 2011-12, WV included a pilot of 25 schools. This number was expanded to 136 demonstration sites in 2012-13. West Virginia fully implemented the evaluation system in all school districts in 2013–14. We identified the elements included in the system that can be used as performance metrics to measure equity gaps (e.g., educator ratings, student growth measures, school-wide growth measures for teachers and principals).
- **Teacher and Principal Evaluation Ratings.** These ratings capture most of the qualities for effective educators. We will report both on educators rated *ineffective* as well as educators rated *highly effective* in order to tell a complete story about access to excellent teachers and leaders in our state.
- **Percentage of Non-Highly Qualified Teachers.** In addition to our West Virginia Educator Evaluation System ratings, West Virginia will report on unqualified teachers as defined by lacking at least a bachelor's degree, lacking full licensure, HQT status, or working under an emergency license.
- **Teacher and Principal Turnover.** A five-year average of teacher and principal turnover rates reported at the school and district levels will serve as another indicator of equitable access. Recognizing that some turnover is acceptable, one of our goals for future data collection is to survey educators and administrators to determine reasons for exiting the profession.
- **Teacher and Principal Experience.** The prevalence of teachers and principals with one or less years of experience or less than four years of experience will serve as other indicators of equitable access. We think both indicators (one or less years as an indicator and less than four years as another indicator) are important.
- **Out-of-Field Teachers.** Out-of-field teachers are credentialed/certified in one or more endorsement areas, however do not hold full certification in the endorsement/content area in which they are providing instruction to students. These data indicate teachers' preparedness to teach in their subject area.
- **Teacher Licensure Exam Scores.** A three-year average of schools' teacher license exam test scores will serve as another indication of relative preparedness to teach in their subject area.
- **Teacher and Principal Absenteeism.** Schools and districts that consistently have high teacher and principal absenteeism on average over a three-year period will serve as another indicator of students' access to effective teachers and leaders. Uncommon reporting practices from district to district resulted in unreliable state-level absence data. Therefore, West Virginia will utilize the educator evaluation system to determine educators who were rated as unacceptable on the standard element which indicates attendance is problematic and negatively impacts student achievement.
- **Per-Pupil Funding.** W.Va. Code 18-9A-1 "West Virginia public school support plan," will fix statutorily both state and county responsibility for the financing of the same. In enacting this plan, the Legislature has in mind the following purpose: To effect a basic foundation support plan that shall provide for program growth which will assure more equitable educational opportunity for all children and youth irrespective of where they may live.

- **Quality Counts Report – West Virginia State Highlights 2015.** The 19th annual edition of *Education Week’s Quality Counts* includes an analysis of participation in early-education, poverty-based gaps in enrollment, and trends over time. The 2015 summative grades are based on three key indices making up Quality Counts’ State of the States framework: the Chance for Success Index; K-12 Achievement Index; and school finance.
- **Results of the Statewide School Culture Survey.** These indicators can help describe teaching and learning conditions across schools and districts. In the process of improving schools we must address school culture and its relationship to school improvement. With the use of a quality measurement, school leaders can see the reality of adult working relationships within their schools. Then school leadership teams can use the data to gain insights and improve their school culture.
- **Teacher Salaries.** Data on salaries offered by West Virginia’s LEAs have important implications for their ability to recruit and retain enough excellent teachers for all students. W.Va. Code 18A-4-5 requires that salary equity among the counties means that the salary potential of school employees employed by the various districts throughout the state does not differ by greater than ten percent between those offering the highest salaries and those offering the lowest salaries.
- **ZoomWV.** West Virginia utilizes a State Longitudinal Data System (SLDS), hereafter *ZoomWV*, as a single source for education data regarding students in pre-kindergarten through grade twelve. ZoomWV provides stakeholders timely access to information that is presented in easy-to-understand aggregate reports at the state, regional, county, and school levels.

Section 2: Stakeholder Engagement

West Virginia believes that a successful state plan for teacher and leader equity could not be developed solely and in isolation by WVDE or even by WVDE in cooperation with school districts. Rather, the plan's success will depend heavily on the long-term involvement of stakeholders and our collective commitment to implementing the plan. Among these necessary stakeholders are: parents, community members, teachers, other school employees (including organizations representing teachers), and representatives from higher education, school boards, civil rights and other community groups, and the business community.

Recognizing the state's limited resources and in an effort to not over-extend existing stakeholders, West Virginia strategically analyzed the existing stakeholder committees associated with key initiatives related to educator quality. The analysis revealed that prior to receiving Secretary Duncan's July, 2014, letter, West Virginia had already been engaging stakeholders in various initiatives related to educator quality and system support. In the spring of 2015, the West Virginia Department of Education created an Office of Educator Development to oversee the development and implementation of the WV Equity Plan. Rather than develop a new stakeholder committee for the sole purpose of developing a state equity plan, West Virginia solicited public input through consultation with several committees and task forces. To ensure that we produced a truly shared plan of action, the *Internal Educator Equity Team*, led by the Office of Educator Development, served as representation to each existing stakeholder group for the purpose of developing the equity plan.

To actively engage a wide range of stakeholder contributions to the development of West Virginia's equitable access plan, an internal scan of existing stakeholder committees occurred. Membership from the following initiatives were included in the development of this plan, and will continue to serve as representatives for implementation of the plan:

- Institutions of Higher Education – Highly Quality Educator (IHE-HQE)
- Educator Evaluation Task Force
- Leadership Reform Stakeholder Committee
- WV Commission for Professional Teaching Standards (WVCPTS)
- *Reconnecting McDowell*

West Virginia realizes stakeholder engagement is a critical component to the successful implementation of our equity plan. Therefore, the state's equity plan will be a standing agenda item for every relevant stakeholder committee. To further encourage stakeholder participation, the equity plan will be made available on the WVDE web site located at <http://wvde.state.wv.us/certification/data/index.php> and will be updated regularly following committee meetings. The *Internal Educator Equity Team*, led by the Office of Educator Development, will share the equity plan implementation template electronically via a secure Microsoft 365 One Drive account.

As described below, West Virginia has involved stakeholders from the beginning and will continue to do so, specifically, through continuous collaboration with the IHE – High Quality Educator Stakeholder Committee (IHE-HQE), the Leadership Reform Stakeholders, the Educator Evaluation Taskforce, the West Virginia Commission for Professional Teaching Standards (WVCPTS), and *Reconnecting McDowell*. Each of these stakeholder committees will be charged with providing, at least quarterly, updates to the implementation template via the One Drive account. Additionally, West Virginia will continue to collaborate and consult with external stakeholders in an effort to ensure every student has equal access to a highly effective teacher and every teacher is led by a highly effective leader. At least

every two years, revisions to the plan will be made accordingly, through stakeholder feedback and data analyses.

West Virginia Stakeholders

The following stakeholders have either been established by the West Virginia Board of Education, the West Virginia Department of Education, or are a partner agency located within West Virginia. The Office of Educator Development serves as the primary contact for each of the stakeholders represented below:

Teacher Evaluation Task Force. In 2007, the WVBE and the state superintendent directed the work to develop new teaching standards. The new standards, which align with the state's teaching and learning initiative, were approved as part of the WVBE Policy 5100 in April 2009. A broad group of stakeholders, including WVBE members; teachers; leaders of organizations representing educators; representatives of West Virginia Institutions of Higher Education (IHEs); district and building administrators; and legislative liaisons were involved in the revision process. These stakeholders became known as the *Teacher Evaluation Task Force*. Since 2007, the Task Force has met numerous times to make recommendations to policy and practice.

Principal Evaluation Task Force. In fall 2009, parallel to the design of new teacher standards, another stakeholder group, the West Virginia Collaborative for Leadership Development and Support, developed new leader standards. These new standards serve as a policy framework for developing, supporting, and focusing West Virginia leaders on creating school conditions that prepare all students for the 21st century. *The Principal Evaluation Task Force initiated its work in May 2011 and merged with the Teacher Evaluation Task Force in spring 2012 to form a single, combined Educator Evaluation Task Force—* following passage of HB 4236 – which established a comprehensive system of Support for Improving Professional Practice (WV SIPP).

Educator Evaluation Task Force. At the conclusion of the 2012 Legislative Session, Governor Earl Ray Tomblin signed House Bill (HB) 4236 regarding Educator Evaluation. The purpose of the legislation was to create a **comprehensive infrastructure that routinely supports a continuous process for improving teaching and learning**. This legislation significantly impacted the Beginning Mentor Teacher/Principal Program grant award beginning in 2013-14 and provided counties flexibility to combine their mentoring funds with other funding sources to complete this support system. It also initiated the following key provisions:

- ✓ June 2012 - The West Virginia Board of Education adopted guidelines for "System of Support for Improving Professional Practice" (WVSIPP) which may be accessed at: <http://wvde.state.wv.us/policies/professional-practices-implementation-guidelines.doc>
- ✓ October 2012 - The Division of Educator Quality and System Support convened a District Stakeholder Workgroup to create the template for districts to submit their WVSIPP Plans and share their current work around supporting teachers.
- ✓ March 15, 2013 - Plans to be developed by each district using the template and submitted as an attachment to the WVSIPP Coordinator for review/approval. An example of an approved district SIPP plan is included in Appendix G.
- ✓ September 2013 – WVSIPP plans were incorporated into the district and school strategic plans.

- ✓ 2013-2014 School Year – The *WV Educator Evaluation System*, based on the revised system piloted in 136 WV schools, was fully implemented in all 55 West Virginia counties, and included school-wide student learning growth, as measured by the summative assessment data, as an evaluative measure.

Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy Stakeholder Committee. On July 18, 2013, the WVBE commissioned an inquiry regarding school leadership, having recognized that the school principal has a unique opportunity to affect quality teaching. The inquiry resulted in a report to the board which called for a new role and new standards for the position, high-quality training, and investigation of policies that impede or support reform of school leadership. *Imagine West Virginia* prepared the report and released it to the WVBE. According to the 2009 report, “West Virginia had five institutions with programs in school leadership: Salem International University, Marshall University, Concord University, West Virginia University, and American Public University. Of these, only CU, MU and WVU undergo accreditation with the National Council for Accreditation of Teacher Education (NCATE). The remaining two receive program accreditation through the West Department of Education. All West Virginia institutions offering school leadership programs should be accredited with NCATE.”

The West Virginia Board of Education received grants from the **National Governors Association (NGA)** and **National Association School Boards of Education (NASBE)** to reform leadership preparation programs and redefine leadership in West Virginia. Stakeholders convened in March 2015 to begin this work. The impact of this leadership reform will be incorporated into both the teacher and principal evaluation systems, as well as inform the implementation of the state’s equity plan.

Institutions of Higher Education – High Quality Educator Stakeholder Committee (IHE-HQE). As a result of the Governor’s charge to the West Virginia Board of Education to reform Educator Preparation programs in WV, the WVBE began a course to adopt a sole national accreditor with rigorous standards based on best practices and candidate outputs of its approved preparation programs. During the 2013-14 year, the WVBE, through the work of the High Quality Educator committee, explored necessary revisions to WVBE Policy 5100, as well as the impact of adopting the CAEP standards for all WV institutions with educator and leadership preparation programs.

Council for the Accreditation of Educator Preparation (CAEP). On June 11, 2014, the West Virginia Board of Education formally entered an agreement with CAEP and officially adopted the CAEP Standards. Additionally, the West Virginia Board of Education invited the public to comment on the Recommendations for Transforming School Leadership in West Virginia as submitted to the West Virginia Board of Education by Imagine WV. This public comment period was intended to provide a starting point for deeper deliberation and stakeholder input.

Simultaneously, the **Council of Chief State School Officers (CCSSO)** and the **National Policy Board for Educational Administration (NPBEA)** led an effort to refresh the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards. The 2014 Draft ISLLC Refresh Standards reflect research-based evidence and experience gained since the last update of the standards in 2008 and insights from education leaders on what good practice looks like today. The standards detail the leadership skills and knowledge effective district and school leaders need in order to influence teaching and student learning. Once the ***ISLLC Refresh Standards*** are in place, and upon an analysis of the Stakeholder feedback regarding the *Imagine WV* report (see Appendix F), the WVBE will finalize the revision of the WV leadership standards. This will result in a re-approval process of all six (6) leadership preparation programs prior to 2017.

Reconnecting McDowell. Reconnecting McDowell is a comprehensive, long-term effort to make educational improvement in McDowell County, WV the route to a brighter economic future. Partners from business, foundations, government, nonprofit agencies and labor have committed, in a signed covenant, to seeking solutions to McDowell’s complex problems—poverty, underperforming schools, drug and alcohol abuse, housing shortages, limited medical services, and inadequate access to technology and transportation. Over 100 partners comprise a network of support to Reconnecting McDowell efforts. The intent is to establish a reform model that can be replicated in any district across the state and the nation in order to eliminate inequities for students.

West Virginia Center for Professional Development (WVCPD) – The West Virginia Department of Education (WVDE) continues to work closely with its sister agency, the West Virginia Center for Professional Development (WVCPD), to provide training and professional development opportunities to the principals and assistant principals in West Virginia. The WVCPD is an agency under the jurisdiction of the West Virginia Department of Education and the Arts, and is charged with the creation and implementation of professional development opportunities for principals and assistant principals. School administrators who conduct evaluations of classroom teachers in the school buildings must first complete the Evaluation Leadership Institute (ELI) training through the WVCPD. Each year, educators new to school administration are trained on the Educator Evaluation policy (5310), evaluation procedures, and online evaluation system. As part of the current ELI training for school administrators, educators are trained on conducting classroom observations utilizing the West Virginia Professional Teaching Standards. Additionally, new administrators receive training on recognizing teacher-created student learning goals which meet the requirements of evaluation policy; the goals must be 1) Rigorous, 2) Comparable across classrooms, and 3) Utilize appropriate assessments at two points in time in order to measure student growth within a given goal.

West Virginia Association of School Administrators (WVASA). Through the WV Association of School Administrators (WVASA), the WVDE will provide training and support to district superintendents and associate/assistant superintendents responsible for evaluating school level administrators. A WVDE representative will communicate monthly agenda items to the WVASA. Additionally, the WVDE will utilize school satisfaction surveys to monitor the leadership capacity building efforts as identified in the principal evaluation system.

The WVDE’s Office of Student and School Support provides sustained support for Priority schools. One of the focus point for School Support staff when working with Priority schools is the development of teacher and leader effectiveness. Staff assigned to Priority schools analyze student performance data as well as Evaluation System data to provide technical assistance to the school’s leadership.

West Virginia Commission for Professional Teaching Standards (WVCPTS). The West Virginia Commission for Professional Teaching Standards (Commission) consists of 21 members representing the major constituents within the educational community, including the 2014 WV Teacher of the Year. The Commission meets quarterly and the Chair serves as a member of various stakeholder groups. The major functions of the Commission are to develop and recommend to the West Virginia Board of Education a systematic plan for the professional development of educators that begins with recruitment and concludes upon retirement. Major components within this continuum include initial preparation, licensure and continuing professional development. With the primary objective of improving teaching and learning in the public schools, the Commission's functions include development recommendations and evaluation of the initial preparation, licensure, professional development, and administrative functions. The mission of the Commission is to ensure that every student is served by competent educators who meet rigorous preparation and licensure standards by recommending to the State Board standards and practices for the development and approval of preparation programs, licensure and continuing development of educational personnel. The goals of the Commission are to:

- Provide every student in West Virginia public schools with educators whose preparation and professional growth are based on research and best practices so students will attain high levels of achievement;
- Establish high and rigorous standards for entrance to and retention in the teaching profession; and
- Encourage a unified system for professional development from recruitment to retirement that supports excellence in teaching and learning.

Additional External Partners:

The following additional partners serve as experts in the field of education and provide direct support/services to West Virginia:

Appalachian Regional Comprehensive Center (ARCC): The Appalachian Regional Comprehensive Center provided extensive, ongoing technical assistance to support the work of the educator evaluation task force and its three work groups. The specific collaboration with West Virginia is summarized in Appendix D.

Council of Chief State School Officers (CCSSO): Recognizing a need to address root causes of inequity, West Virginia has taken bold actions to address teacher preparation reform. When the Council of Chief State School Officers (CCSSO) published “*Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*” in December 2012, the West Virginia Board of Education, in conjunction with the West Virginia Department of Education, embraced the recommendations and formed the Institutions of Higher Education – High Quality Educator Stakeholder Committee (IHE-HQE). This provided a foundation on which to build a systemic approach to ensuring equitable access for all students in West Virginia public schools.

Mid-Atlantic Equity Center: West Virginia partnered with the Mid-Atlantic Equity Center to collaboratively address inequities. The Mid-Atlantic Equity Center, part of the Mid-Atlantic Equity Consortium, Inc., is one of ten equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964. The Center provides technical assistance and training services in the areas of race, gender, and national origin (English Language Learners/ESL) to public school districts and other responsible governmental agencies in federally-designated Region III, which includes: Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia. The goal of the Center is to ensure that all children have access to equitable and high quality educational opportunities in order to complete college and succeed in careers.

National Association School Boards of Education (NASBE): West Virginia received a NASBE grant to revise leadership policies that focus on the preparation and licensure of principals and school/district leaders. The focus of this work is highlighted in the Leadership Reform Stakeholders implementation plan and is included in the action steps for the West Virginia Educator Equity Plan.

National Association of State Directors of Teacher Education and Certification (NASDTEC): Through our NASDTEC membership, West Virginia is able to attract and credential educators prepared in other states; while maintaining high standards for educator development. The NASDTEC Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements which must be met in a reasonable period of time.

The **NASDTEC Educator Identification Clearinghouse** is the national collection point for professional educator discipline actions taken by the fifty states, the District of Columbia, U.S. Department of Defense Educational Opportunity schools, and the U.S. Territories. NASDTEC, through the Clearinghouse

maintains a database of all disciplinary actions reported by NASDTEC members and disseminates this information to all participating NASDTEC jurisdictions. The goal of the Clearinghouse is to provide each NASDTEC member state/jurisdiction with a notification of an action taken against the certificate/license of an educator by other member states/jurisdictions and in doing so, to protect the interests of children served by the professional education community within the United States and beyond.

National Governors Association (NGA): West Virginia was awarded an NGA grant in 2014 to focus efforts on leadership preparation, recruitment and retention. The focus of this work is highlighted in the Leadership Reform Stakeholders implementation plan and is included in the action steps for the West Virginia Educator Equity Plan.

Regional Education Laboratory (REL): The Regional Educational Laboratories (RELs) work in partnership with school districts, state departments of education, and others to use data and research to improve academic outcomes for students. Fundamentally, the mission of the RELs is to provide support for a more evidence-reliant education system. REL is working with West Virginia to conduct a study regarding teacher retention utilizing the School Climate Survey results and other data points to determine why educators leave the system and why they stay.

Southern Regional Education Board (SREB): West Virginia’s membership in the Southern Regional Education Board has provided extensive research regarding teacher quality and educator effectiveness. The partnership with SREB is invaluable to the implementation of timelines associated with the WV Evaluation Task Force.

Teach For America (TFA): During the 2015 WV Legislative session, W.Va. Code 18A-3.1.A was revised to allow more flexibility in alternative certification pathways in West Virginia. This flexibility now enables teaching corps such as Teach for America to service shortage areas in the state. In response to a growing shortage of teachers in urban and rural schools, the Teach for America organization recruits recent college graduates, as well as professionals of all backgrounds, to teach in urban and rural public schools for two years. *TFA* provides training to these individuals based on their model of instruction that they believe should have a positive impact on their students. According to their website, “Teach for America’s mission is to build the movement to eliminate educational inequity by developing such leaders.”

Section 3: Equity Gaps Exploration and Analysis

West Virginia, a rural state riddled with high-poverty, has been concerned with providing equitable access to excellent educators for several years. Based on data from 2013-14, 92.5 percent of the teachers of core academic subjects in West Virginia fully meet the federal definition of “highly qualified teacher” (HQT). While this number *equals* the percentage of West Virginia highly qualified teachers in 2005-2006, the previous analysis only revealed a state-wide equity gap of .4 percent in high poverty schools compared to low poverty schools. The 2013-14 data reveals inequities within the schools located within each of the 55 county school districts. Specifically, the percentage of ‘highly qualified teachers” in high poverty schools (89.6 percent) reveals an equity gap of 1.6 percent when compared to the percentage of “highly qualified teachers in low poverty schools (91.2 percent). Nevertheless, West Virginia recognizes that HQT (alone) is not a strong indicator of effectiveness and that we still have a long way to go to achieve our equitable access goals.

To ensure that our equitable access plan, and corresponding work, is data-driven, we have relied on multiple data sources and have involved stakeholder groups throughout the process. Their collective feedback has personalized the data from each perspective represented. Furthermore, stakeholder voice has enabled West Virginia to uncover the root causes of our equity gaps. Stakeholders serve as the foundation for the development of strategies, including unintended consequences or likely implementation challenges for certain strategies.

Data available in our West Virginia Education Information System (WVEIS) (our state system for collecting, analyzing, and reporting data on public school teachers, administrators, and other staff) indicate that schools with high concentrations of minority students and students from low-income families have significantly higher teacher and leader turnover (and, relatedly, inexperienced teachers) than schools with low concentrations of those students. Additionally, our educator evaluation system has identified similar gaps in teacher and leader effectiveness. Our *West Virginia Educator Equity Plan* provides a comprehensive strategy for state and local action to eliminate these gaps.

Definitions and Metrics

West Virginia’s 2006 educator equity plan focused primarily on HQT status. In contrast, the current plan focuses instead on ensuring that all classrooms are taught by “excellent” teachers, who in turn are supported by “excellent” leaders. Recognizing there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional well-being), West Virginia has defined key terms utilized in our plan as follows:

1. An *excellent teacher* is fully prepared and fully certified to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant contributions to growth in student learning as demonstrated by an accomplished or distinguished rating on the WV Educator Evaluation System.
2. An *excellent school leader* is fully prepared to lead both instructionally and administratively, is able to demonstrate strong leadership practices and significant contributions to growth in student learning (on student tests and in terms of social-emotional indicators), and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom.
3. While federal guidance recommends defining *beginning teachers* as those educators who are in their first year of practice; for the purpose of this plan, West Virginia sees value in using existing

terminology within the WV Educator Evaluation System. Therefore, an *inexperienced teacher* is defined as a teacher in a public school who has been teaching less than a total of three complete school years (zero to three years of experience) on the *WV Certified List of Personnel* or is identified in the WV Educator Evaluation System as an educator on the *Initial Progression*.

4. An *out-of-field teacher* is a teacher who is credentialed/certified in one or more endorsement areas, however does not hold full certification in the endorsement/content area in which they are providing instruction to students.
5. The *core academic subjects* include the arts, reading/language arts, English, foreign language, mathematics, science, civics and government, economics, geography, and history. West Virginia defines *the arts* as dance, music, theatre, and visual art.
6. An *unqualified teacher* is a teacher who does not meet the federal definition of highly qualified teacher.
7. An *ineffective teacher* is a teacher who receives a final rating of unsatisfactory or emerging within the WV Educator Evaluation System. West Virginia believes a teacher is not truly effective until a rating of Accomplished is achieved.
8. A *highly qualified teacher* is a teacher who:
 - 1) **Holds a bachelor’s degree:** All educators in WV must hold the minimum of a bachelor’s degree. This requirement extends to those working as substitute teachers in both long-term and short-term positions and those working towards full certification on a First-Class/Full-Time Permit or Out-of-Field Authorization; **AND**
 - 2) **Holds full state certification:** To be considered highly qualified in WV, a teacher must hold a Professional or Alternative Teaching Certificate endorsed in the core academic subject s/he is teaching. Special educators must also hold a Professional Teaching Certificate endorsed in the exceptionality or exceptionalities specific to all students assigned to the course. Teachers who hold a Professional Teaching Certificate endorsed in a core academic subject but teaching outside of their field, are not considered to be highly qualified until they have completed an approved teacher preparation program in that subject area and successfully completed the Praxis II content examination; **AND**
 - 3) **Demonstrates subject matter competence:** (Teachers may demonstrate competence in the subject area using one of the following options:
 - *Praxis II Content Exam:* Teachers, if not already required for certification purposes, may pass the Praxis II content examination for the content area.
 - *Academic Major:* An academic major is defined as 21 semester hours of coursework in the core academic subject.
 - *Advanced Credential:* Advanced credentials include a master’s or doctoral degree in the core academic subject or certification through the National Board for Professional Teaching Standards (NBPTS) in the core academic subject at the middle and high school levels.
 - *High Objective Uniform State Standard or Evaluation (HOUSSE):* As approved by the USDE, WV utilizes its performance evaluation as described in WVBE Policy 5310 (<http://wvde.state.wv.us/policies/p5310.pdf>) as its high objective uniform state standard of evaluation or “HOUSSE.” A teacher must achieve a rating of “meets standards” or above on section one of the performance evaluation that requires a demonstration of “knowledge of subject.”

9. *High poverty schools* are in the top quartile of poverty in West Virginia when ranked from the highest poverty level to the lowest level of poverty.
10. *Low poverty schools* are in the bottom quartile of poverty in West Virginia when ranked from the highest poverty level to the lowest level of poverty.
11. *Neither high nor low poverty schools* are in the middle two quartile of schools in West Virginia when ranked from highest poverty level to the lowest level of poverty.
12. *Poverty* is determined by the number of students eligible to receive free or reduced lunch.
13. A *poor student* is defined as one who is eligible to receive free or reduced lunch.
14. *High minority schools* are in the top quartile of schools in West Virginia when schools are ranked from highest percentage of minority students to the lowest percentage of minority students.¹
15. *Low minority schools* are in the bottom quartile of schools in West Virginia when schools are ranked from highest percentage of minority students to the lowest percentage of minority students.
16. Schools classified as *neither high nor low minority schools* are in the middle two quartile of schools in West Virginia when schools are ranked from highest percentage of minority students to the lowest percentage of minority students.
17. A *minority student* is defined as a student who is American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more races.

Exploration of the Data

Data Sources. For this analysis, we used a variety of data sources, which were obtained from our West Virginia Education Information System (WVEIS) and our West Virginia Educator Evaluation System (WVEES). Our state data exploration includes analyzing the following: educator credentials, educator experience, and educator effectiveness.

We conducted several preliminary analyses. To start, we looked at HQT equity gaps for numerous metrics where districts are the unit of analysis for low-income students and minority students. Next, we focused on the three statutory teacher metrics (i.e., experience, out-of-field assignments, and qualifications/effectiveness) across schools in the state and across districts in the state. This provided foundational information regarding highly qualified status and preparation for the profession. To delve deeper into the data, we analyzed HQT equity gaps by programmatic levels. Next, we analyzed educator performance data as identified in the WV Educator Evaluation System (WVEES). Through the lens of continuous improvement, we analyzed a number of factors including teacher and leader turnover rates, final educator evaluation ratings, and the distribution of National Board for Professional Teaching Standards (NBPTS) certified teachers throughout the state. Finally, West Virginia analyzed data provided by external sources regarding teacher salaries, per-pupil expenditures, early learning initiatives and student proficiency as reported by NAEP.

¹ West Virginia only has nine county school districts with a minority percentage greater than nine point seven (9.7) percent. Therefore, the *N* count for minority schools is much lower than the *N* count for poverty schools.

Equity Gap Analysis

Our data reveal that an equity gap exists for every metric we included in our analyses for both subgroups we investigated (low-income students and minority students). Although data for some subgroups reflected a negative gap for minority students. The sizes (in absolute value) of the gaps vary, from -1.9 percent for distribution of National Board Certified Teachers (NBCT) in high- versus low-minority schools, to 9.7 percent for HQT in high-versus low-poverty high schools. In some instances, the total number of educators, resulted in a gap that did not further warrant a programmatic level review. The following data reveal the findings and serve as a foundation for our root-cause-analysis.

The first two maps provide an illustration of the percentage of poverty (Figure 1) and the percentage of minority (Figure 2) schools in West Virginia. These maps are further utilized to demonstrate equity gap data in corresponding tables and graphs.

Figure 1: Percentage of Poverty in West Virginia Schools

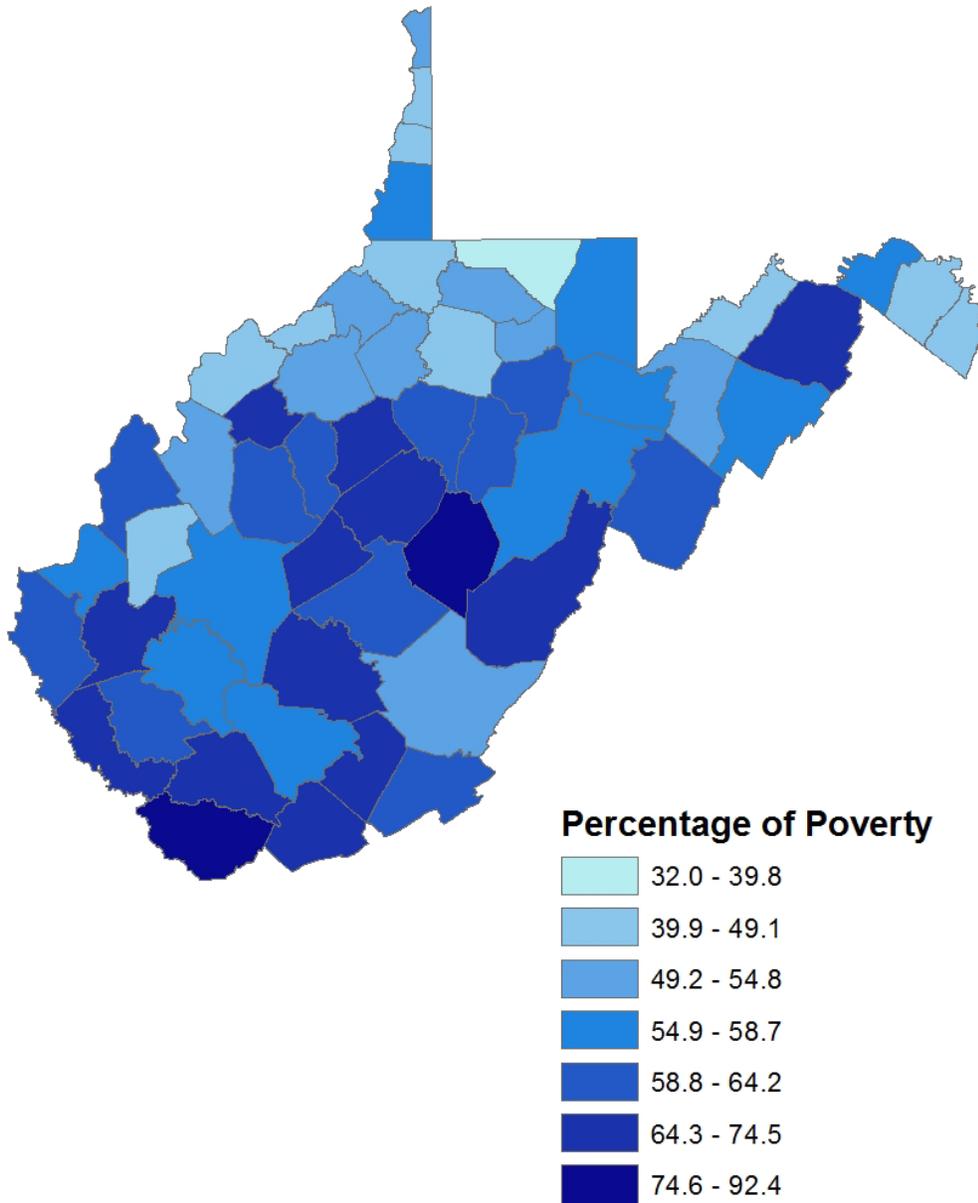
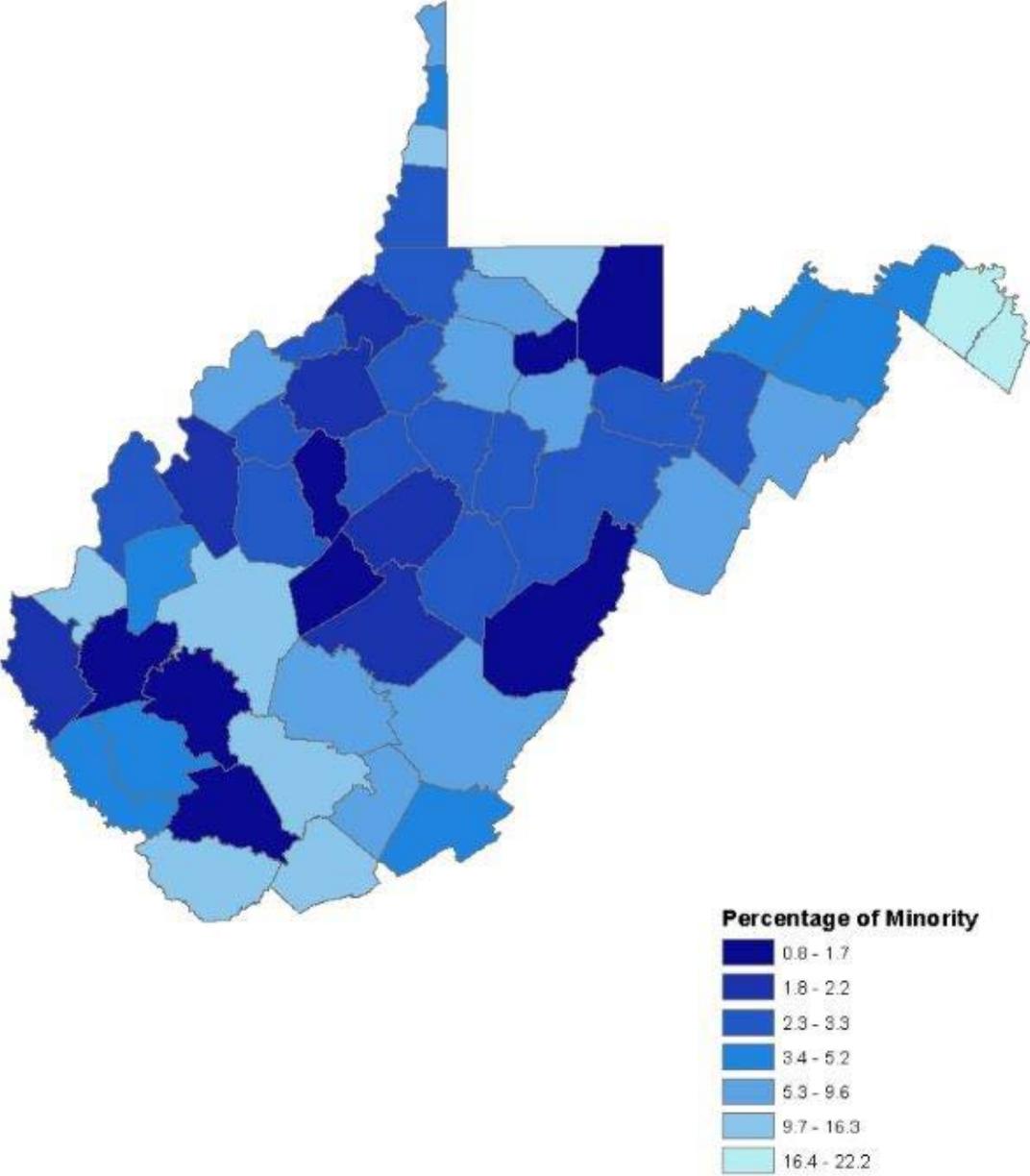


Figure 2: Percentage of Minority in West Virginia Schools

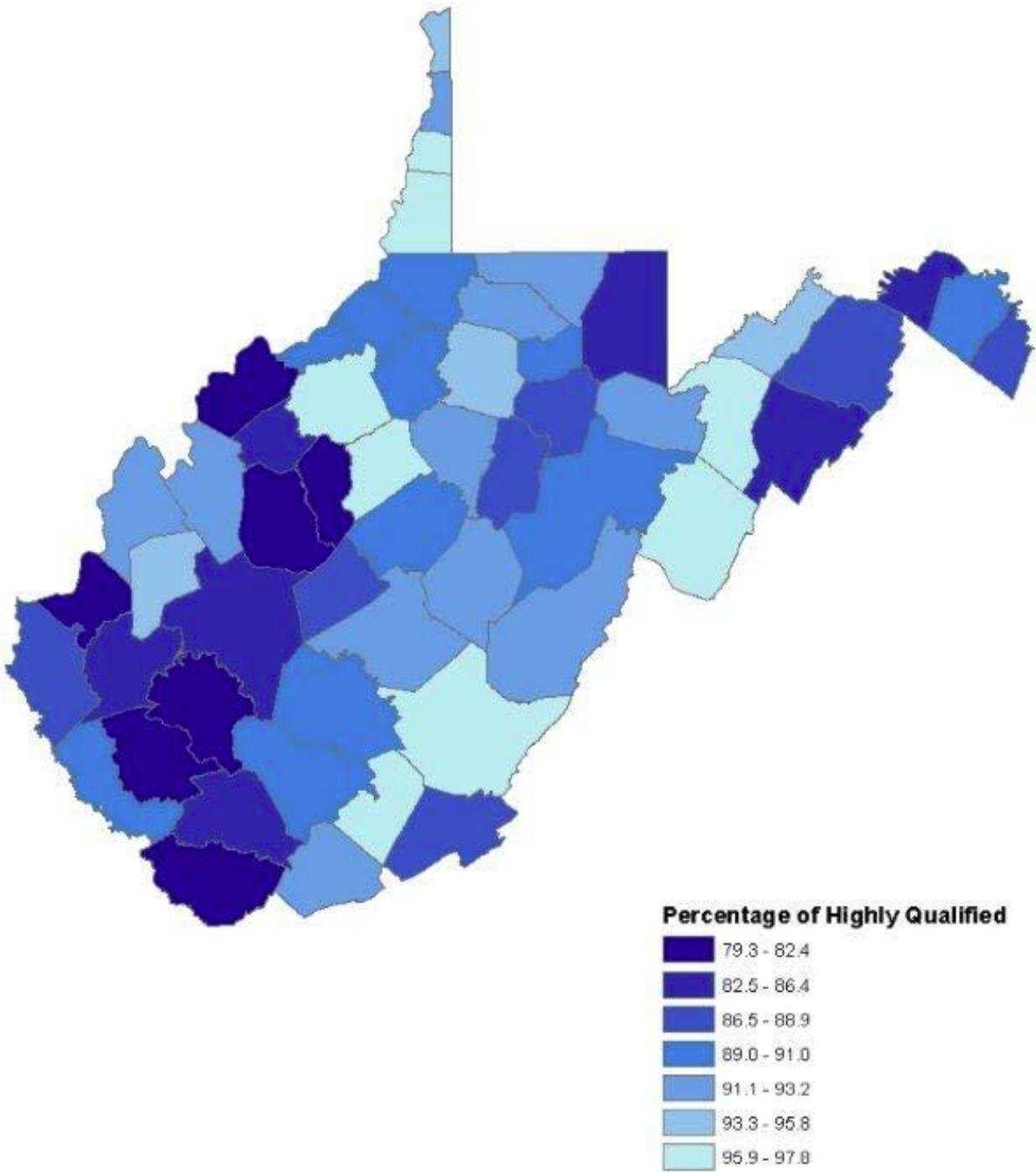


The following tables, charts and maps demonstrate the percentages of Highly Qualified Teachers in West Virginia. Table 1 represents the 2013-2014 Highly Qualified Teacher Data by content area and programmatic level. When analyzing the 2014 HQT data, we found in a statewide comparison, 92.5 percent of *all WV educators were highly qualified*. The lowest percentage of highly qualified teachers were foreign language (83.5 percent); while the highest two areas were self-contained classrooms and civics/government (95.5 percent). Next, we examined HQT data by programmatic level, which revealed that 94.8 percent of teachers at the elementary school level were highly qualified, 90.5 percent at the middle school level and 90.0 percent in high school.

Table 1: Highly Qualified Teachers in West Virginia

2013-14 Highly Qualified Teachers in West Virginia	
All West Virginia Public Schools	92.5%
Core Academic Areas	
Self-contained Classroom	95.5%
Mathematics	90.3%
English	92.9%
Science	90.8%
Reading/Language Arts	92.3%
Geography	91.2%
Economics	95.3%
History	93.5%
Civics/Government	95.5%
The Arts	95.2%
Foreign Language	83.5%
Programmatic Levels	
Elementary	94.8%
Middle	90.5%
High	90.0%

Figure 3: Distribution of Highly Qualified Teachers in West Virginia



For equity gap purposes, West Virginia calculated HQT percentages based on the number of teachers who were highly qualified, rather than the number of courses taught by a highly qualified teacher. Data revealed that 91.2 percent of teachers in low poverty schools were highly qualified, as compared to only 89.6 percent being highly qualified in high poverty schools. This revealed an equity gap of **1.6 percent** for students in high poverty schools. Data further revealed that a disproportionate percentage of students in high poverty high schools were being taught by highly qualified teachers (80.2 percent) as compared to students in low-poverty schools (89.9 percent). This revealed a significant gap of **9.7 percent**.

Table 2: Highly Qualified Teachers (High Poverty vs. Low Poverty)

Poverty Status	Percent HQT			
	WV ALL	Elementary	Middle	High
High Poverty	89.6	91.5	86.8	80.2
Low Poverty	91.2	95.1	88.1	89.9
Not High or Low Poverty	88.4	92.8	88.5	82.3
EQUITY GAP	1.6	3.6	1.3	9.7

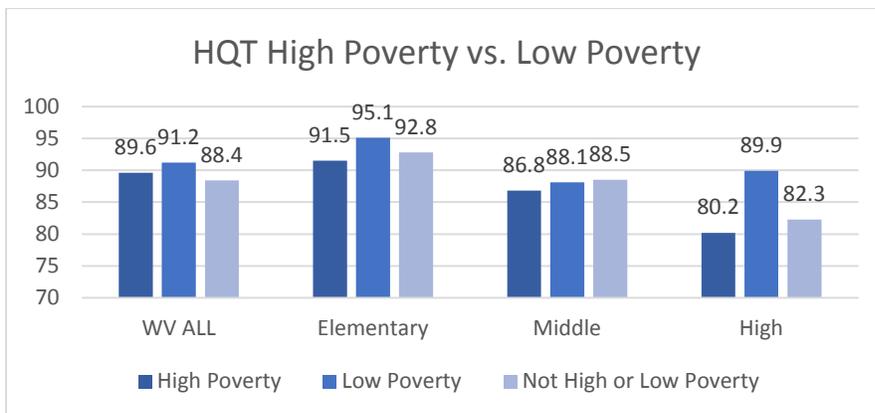
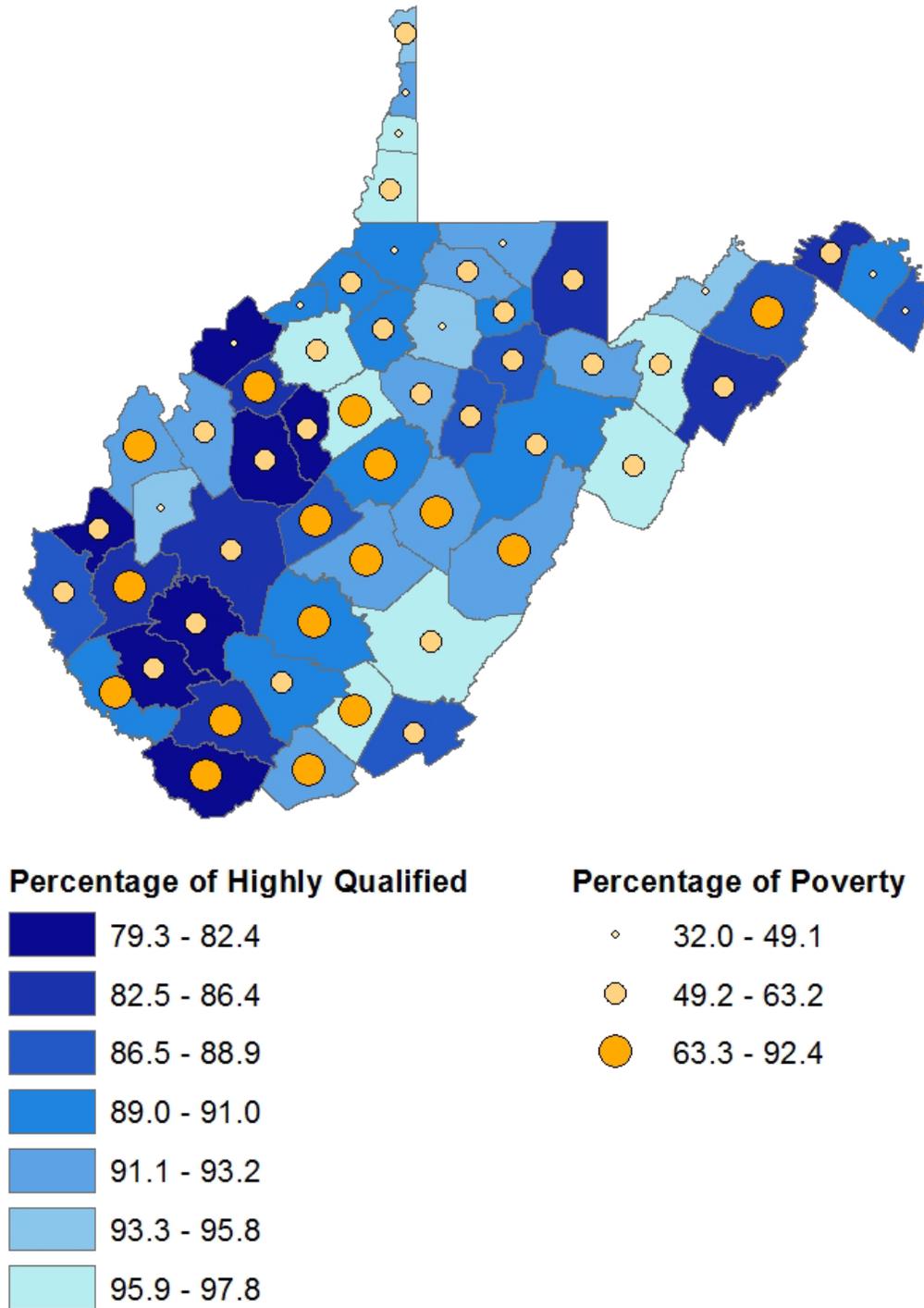


Figure 4: Distribution of Highly Qualified Teachers in West Virginia (High vs. Low Poverty)



When analyzing the equity gap for minority students, West Virginia found that minority students are being taught at higher rates (87.7 percent) by teachers who are highly qualified, than non-minority students are (86.8 percent). This resulted in a negative equity gap (-.9 percent). However, when further analyzing data by programmatic level, an equity gap of 1.5 percent was revealed in high minority high schools (82.7 percent) when compared to low minority high schools (84.2 percent).

Table 3: HQT (High Minority vs. Low Minority)

Minority Status	Percent HQT			
	WV ALL	Elementary	Middle	High
High Minority	87.7	92.2	86.4	82.7
Low Minority	86.8	91.4	84.4	84.2
Not High or Low Minority	91.4	93.3	90.7	88.5
EQUITY GAP	-.9	-.8	-2	1.5

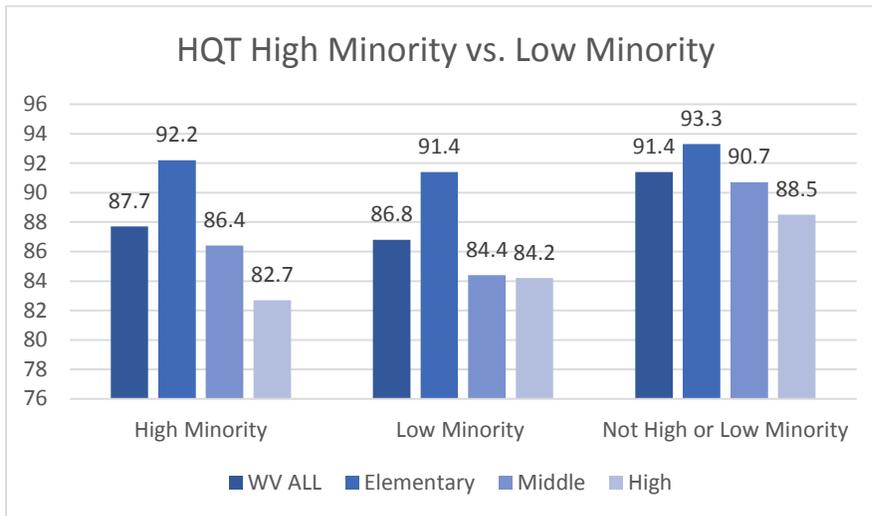
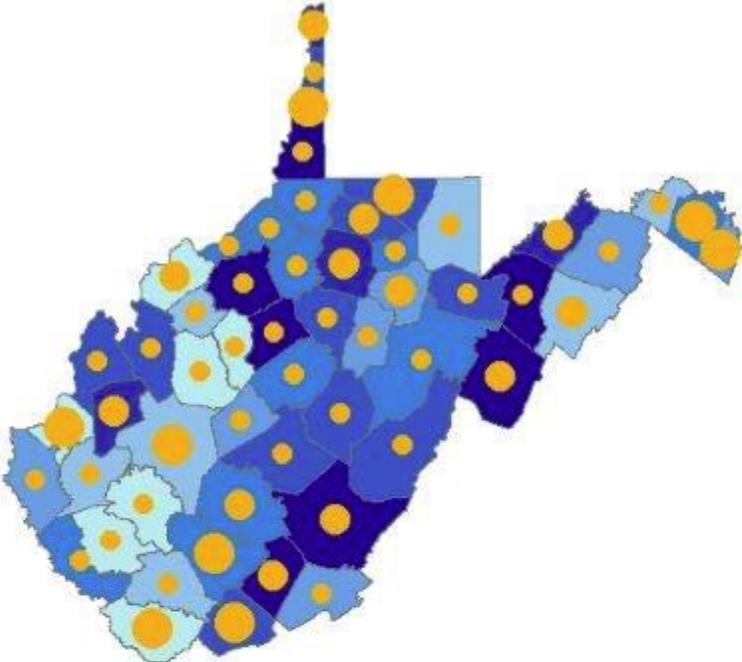
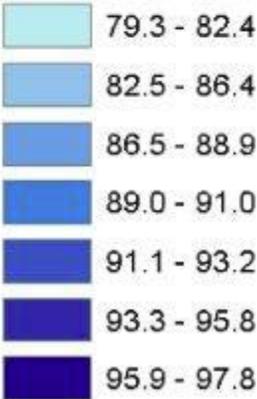


Figure 5: Distribution of Highly Qualified Teachers in West Virginia (High vs. Low Minority)



Percentage of Highly Qualified



Percentage of Minority



The following table reflects an eight-year trend in West Virginia state-wide teacher turnover rates of inexperienced teachers (teachers with zero to three years of experience). With the implementation of the WV Support for Improving Professional Practice (WVSIPP), the percentage of beginning educators leaving the profession within the first five years of teaching decreased from 40 percent in 2006-07 to only 16 percent in 2014-15. However, the percentage of inexperienced special education teachers has decreased slightly from 47 percent in 2006-07 to 29 percent in 2014-15. Data indicate special education teachers are taught by inexperienced teachers at a higher rate than non-special education students.

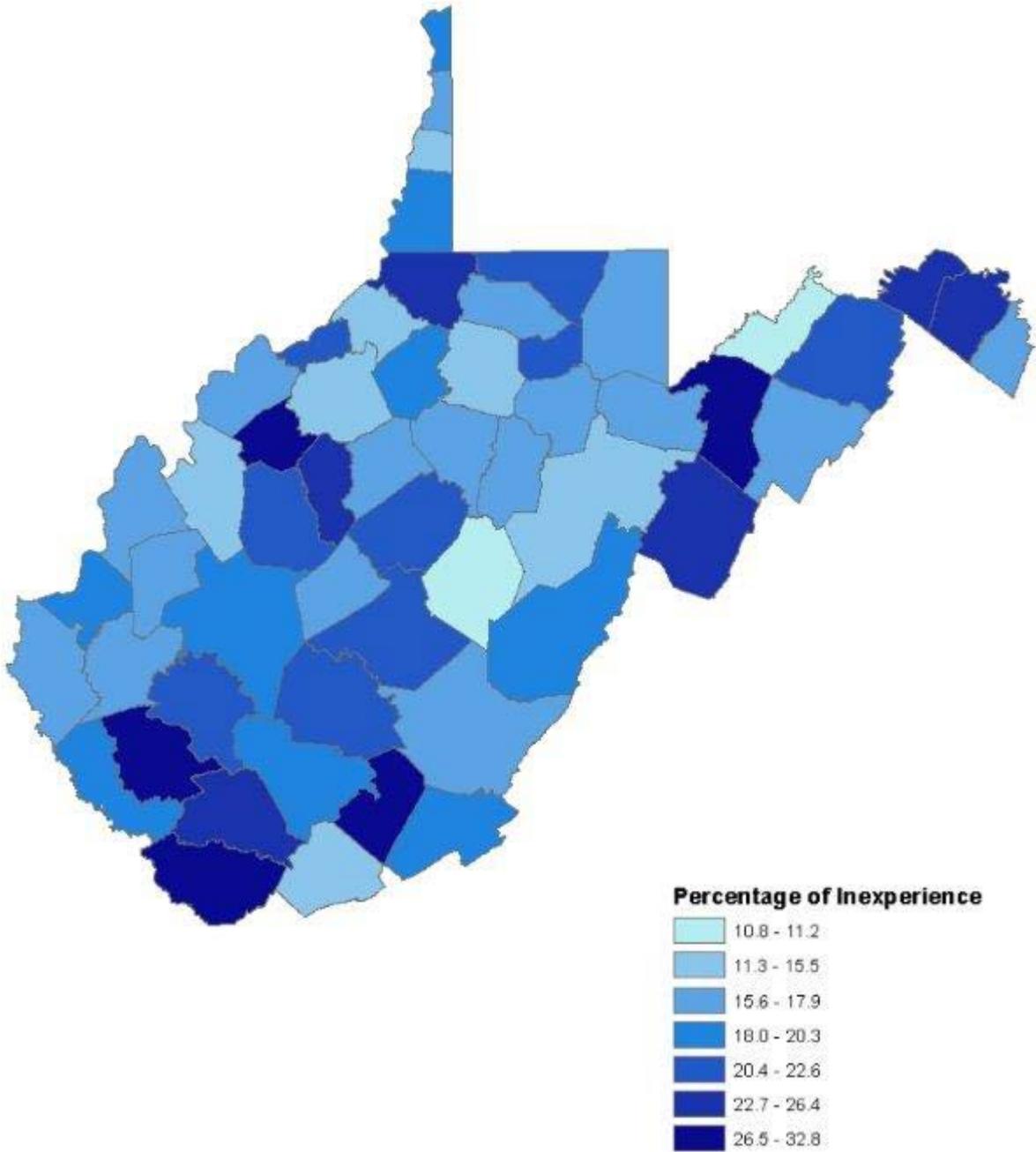
Table 4: Inexperienced Teacher Turnover Rates in West Virginia – 2007 through 2015

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2014-15
Inexperienced Teachers Employed	4,277	4,509	4,816	5,036	5,175	5,238	5,241	5,424
Inexperienced Teachers leaving the classroom annually	1,724 (40%)	909 (20%)	870 (18%)	893 (18%)	882 (17%)	851 (16%)	876 (17%)	891 (16%)
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2014-15
General Education Teachers Employed	3,278	3,484	3,746	3,918	4,089	4,172	4,181	4,355
General Education Teachers leaving the classroom annually	1,255 (38%)	578 (17%)	531 (14%)	549 (14%)	565 (14%)	567 (14%)	584 (14%)	586 (13%)
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2014-15
Special Education Teachers Employed	999	1,025	1,070	1,118	1,086	1,066	1,060	1,069
Special Education Teachers leaving the classroom annually	469 (47%)	331 (32%)	339 (32%)	344 (31%)	317 (29%)	284 (27%)	292 (28%)	305 (29%)

An analysis of data concerning the distribution of experienced was conducted to determine if less-experienced teachers were assigned to teach in schools serving minority and impoverished students. That analysis revealed data gaps as illustrated in the maps, tables and charts that follow.

The following map reflects the 2013-14 distribution of inexperienced teachers in West Virginia, regardless of poverty/minority status, ranging from 10.8 percent to 32.8 percent.

Figure 6: Distribution of Inexperienced Teachers in West Virginia



Data revealed that West Virginia has an equity gap in the percentage of inexperienced teachers at all programmatic levels, but most significantly at the elementary school level, in high poverty schools versus low poverty schools (8.5 percent gap).

Table 5: Inexperienced Teachers (High Poverty vs. Low Poverty)

Poverty Status	Percent Inexperienced Teachers			
	WV ALL	Elementary	Middle	High
High Poverty	22.6	22.6	22.6	22.2
Low Poverty	17.0	14.1	17.7	18.6
Not High or Low Poverty	19.0	15.8	21.5	19.8
EQUITY GAP	5.6	8.5	4.9	3.6

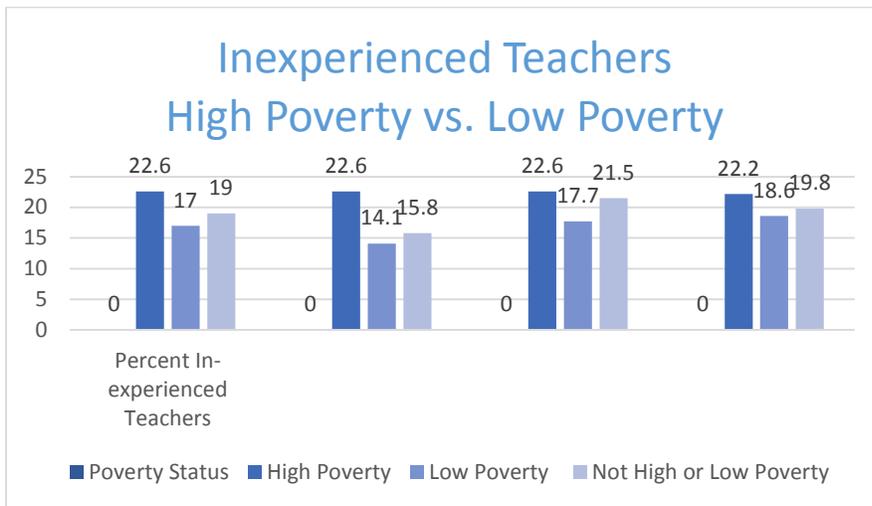
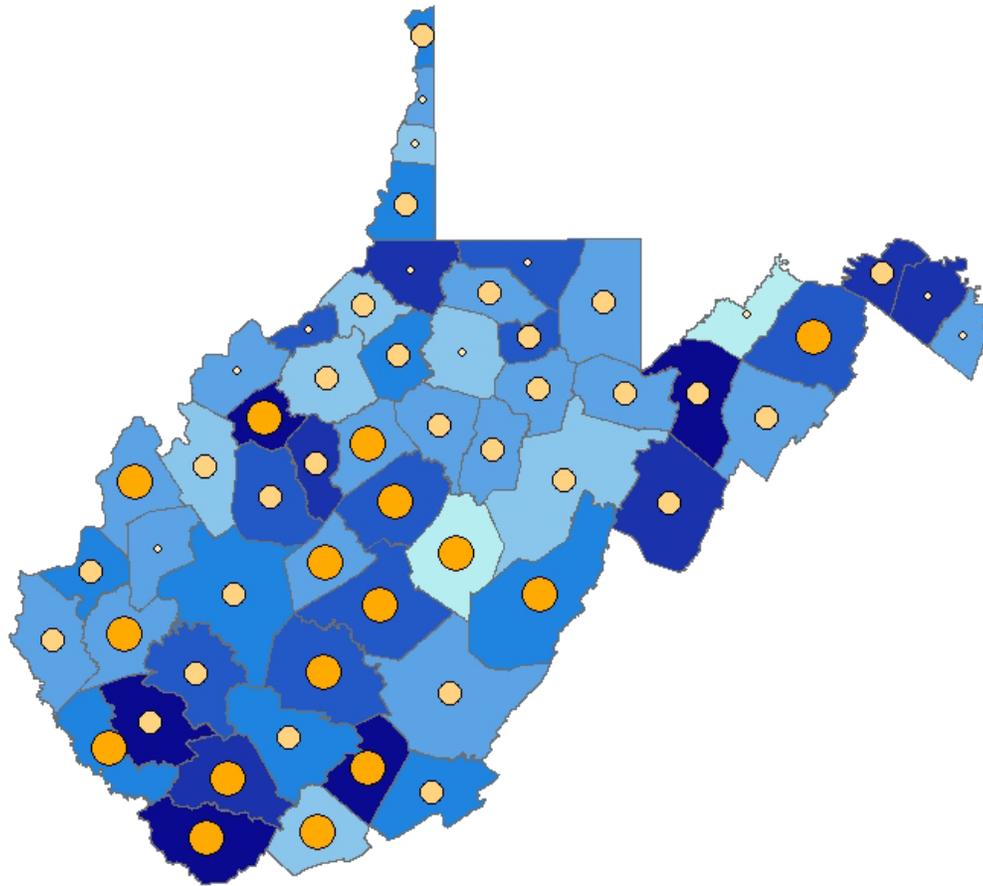
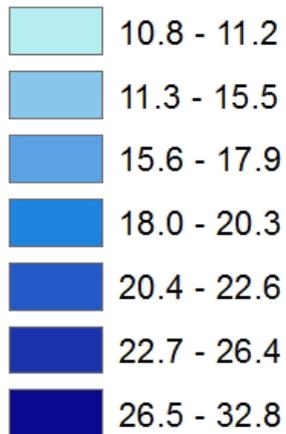


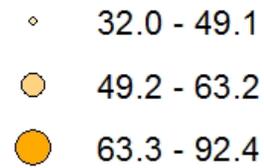
Figure 6: Distribution of Inexperienced Teachers in West Virginia (High vs. Low Poverty)



Percentage of Inexperience



Percentage of Poverty



When reviewing data regarding the distribution of inexperienced teachers in high minority and low minority schools, West Virginia found a very small equity gap in all schools (.6 percent), a 2.2 percent gap in middle schools, and a negative gap at the high school level (-1.4 percent).

Table 6: Inexperienced Teachers (High Minority vs. Low Minority)

Minority Status	Percent Inexperienced Teachers			
	WV ALL	Elementary	Middle	High
High Minority	20.5	20.1	21.6	20.2
Low Minority	19.9	18.6	19.4	21.6
Not High or Low Minority	18.4	17.0	21.2	18.1
EQUITY GAP	.6	1.5	2.2	-1.4

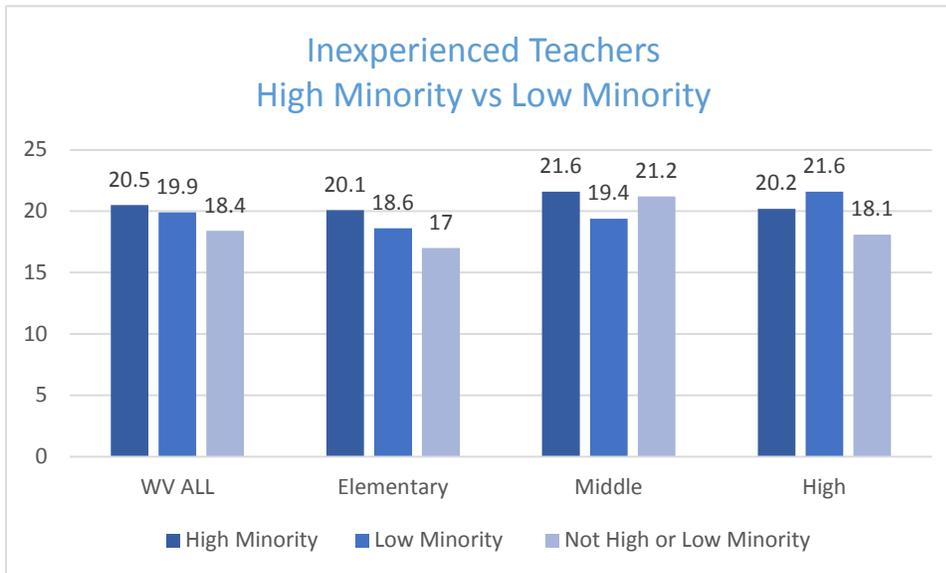
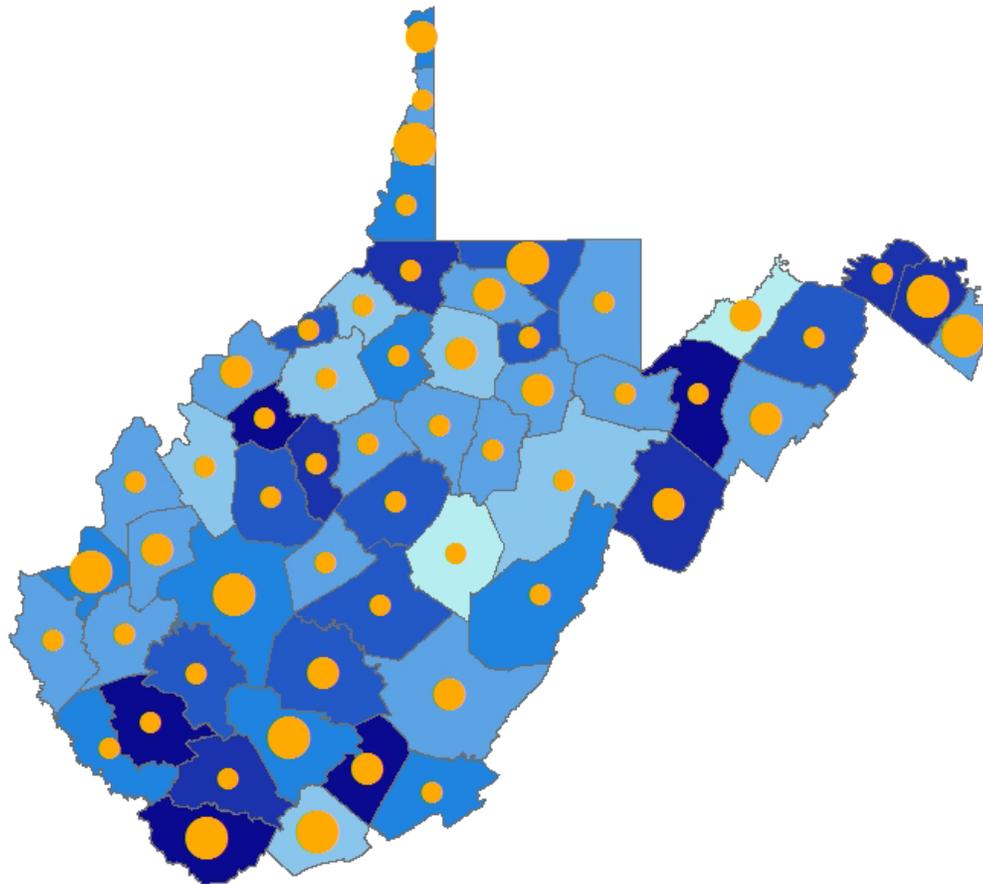
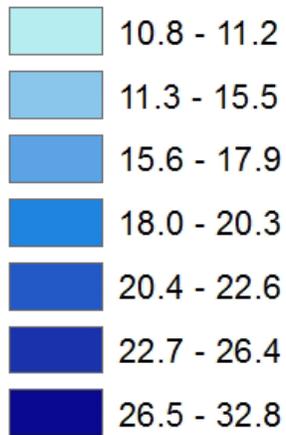


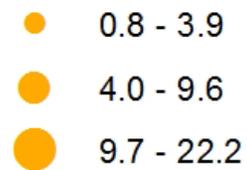
Figure 7: Distribution of Inexperienced Teachers in West Virginia (High vs. Low Minority)



Percentage of Inexperience



Percentage of Minority



Data revealed that West Virginia students in high poverty schools are taught by out-of-field teachers at a higher rate than are students in low poverty schools. The most significant gap is in high poverty high schools with a gap of 4.7 percent

Table 7: Out-of-Field Teachers (High Poverty vs. Low Poverty)

Poverty Status	Percent Out-of-Field Teachers			
	WV ALL	Elementary	Middle	High
High Poverty	4.7	3.6	6.8	8.2
Low Poverty	2.9	2.0	2.9	3.5
Not High or Low Poverty	4.7	4.0	5.2	4.9
EQUITY GAP	1.8	1.6	3.9	4.7

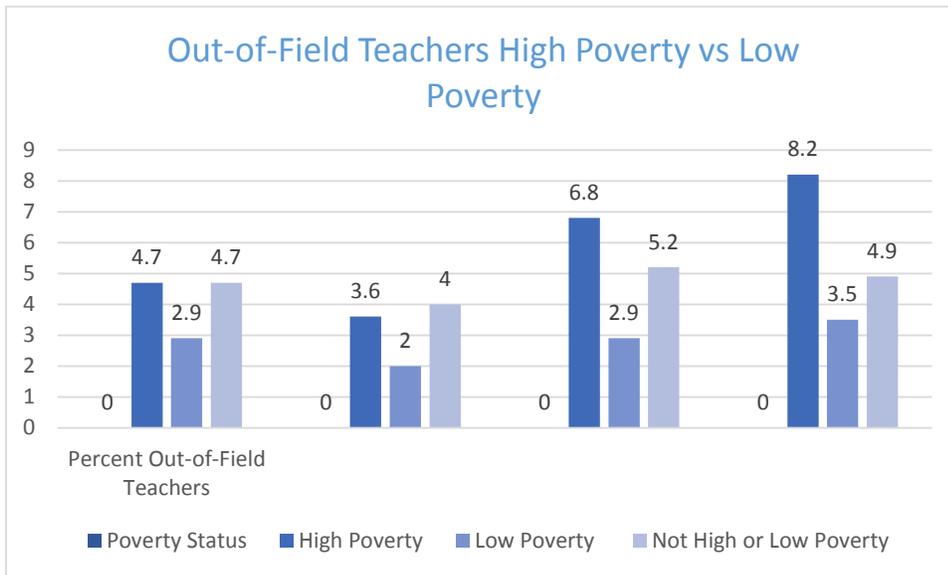


Figure 8: Distribution of Out-of-Field Teachers in West Virginia (High vs. Low Poverty)

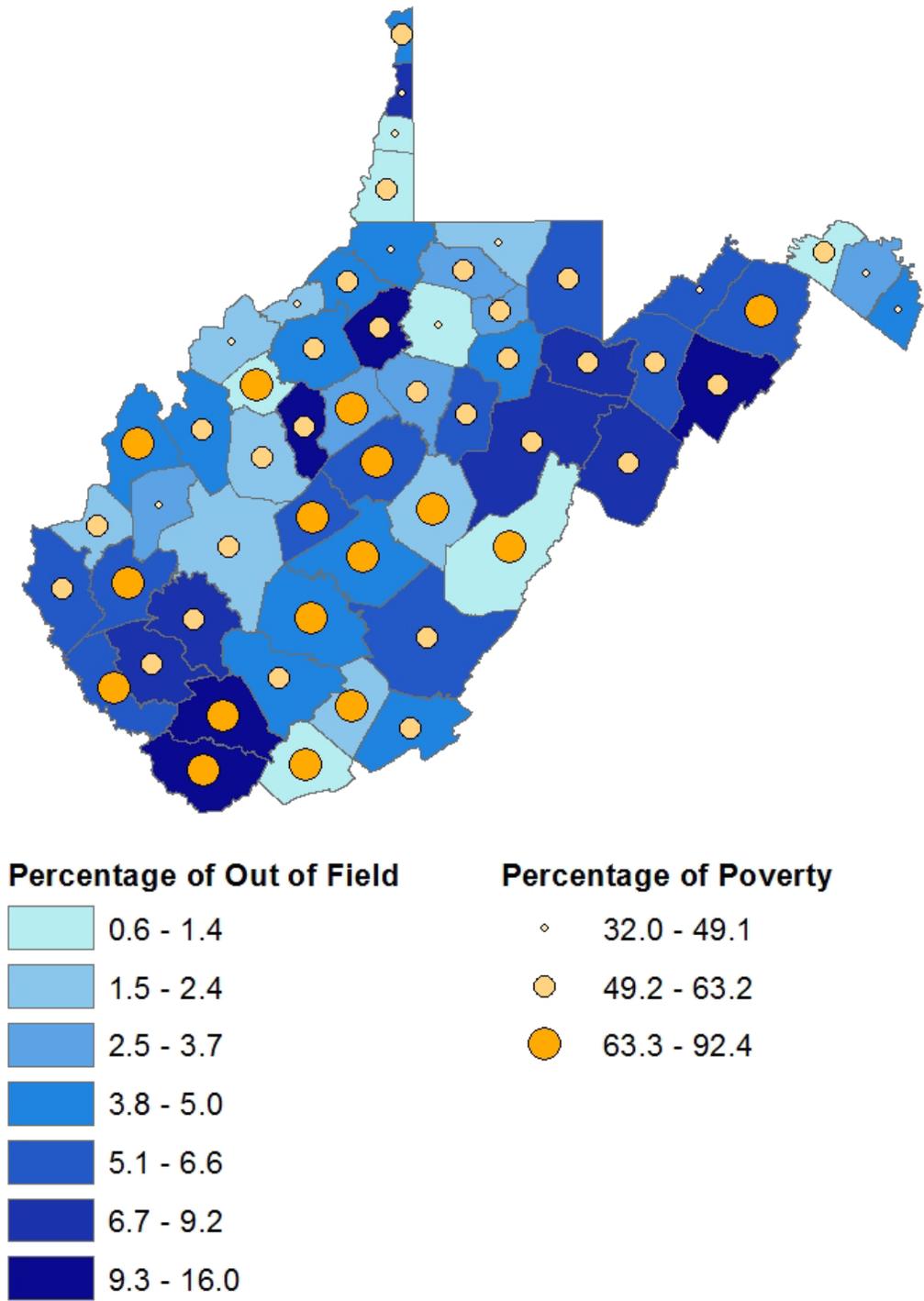


Table 8: Out-of-Field Teachers (High Minority vs. Low Minority)

Minority Status	Percent Out-of-Field Teachers			
	WV ALL	Elementary	Middle	High
High Minority	3.6	2.3	4.5	4.4
Low Minority	6.1	5.3	6.4	6.8
Not High or Low Minority	3.9	3.5	4.9	3.8
EQUITY GAP	2.5	3.0	1.9	2.4

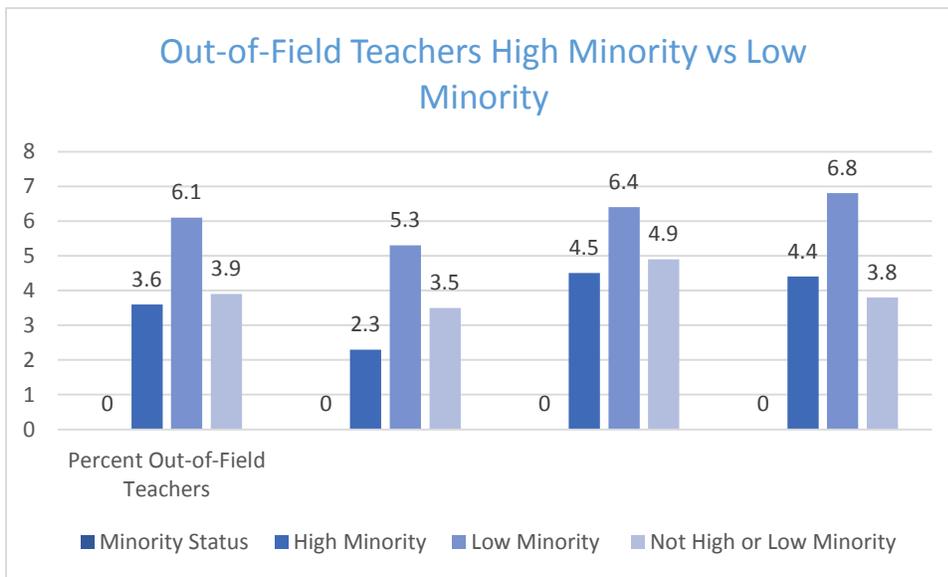
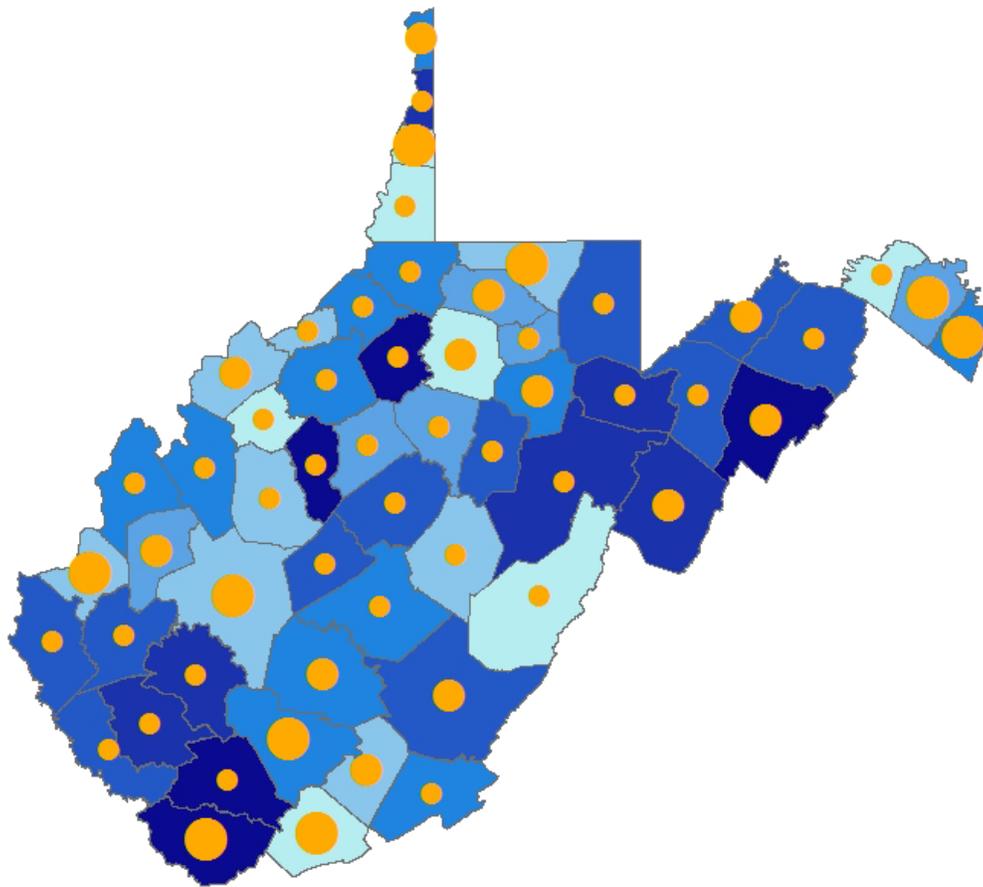
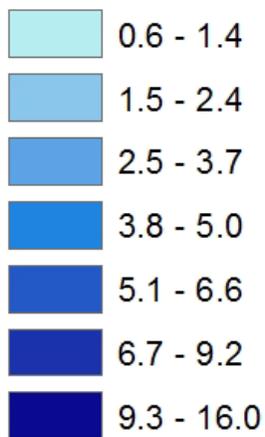


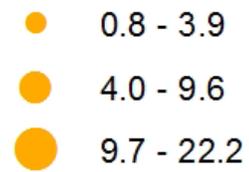
Figure 9: Distribution of Out-of-Field Teachers in West Virginia (High vs. Low Minority)



Percentage of Out of Field

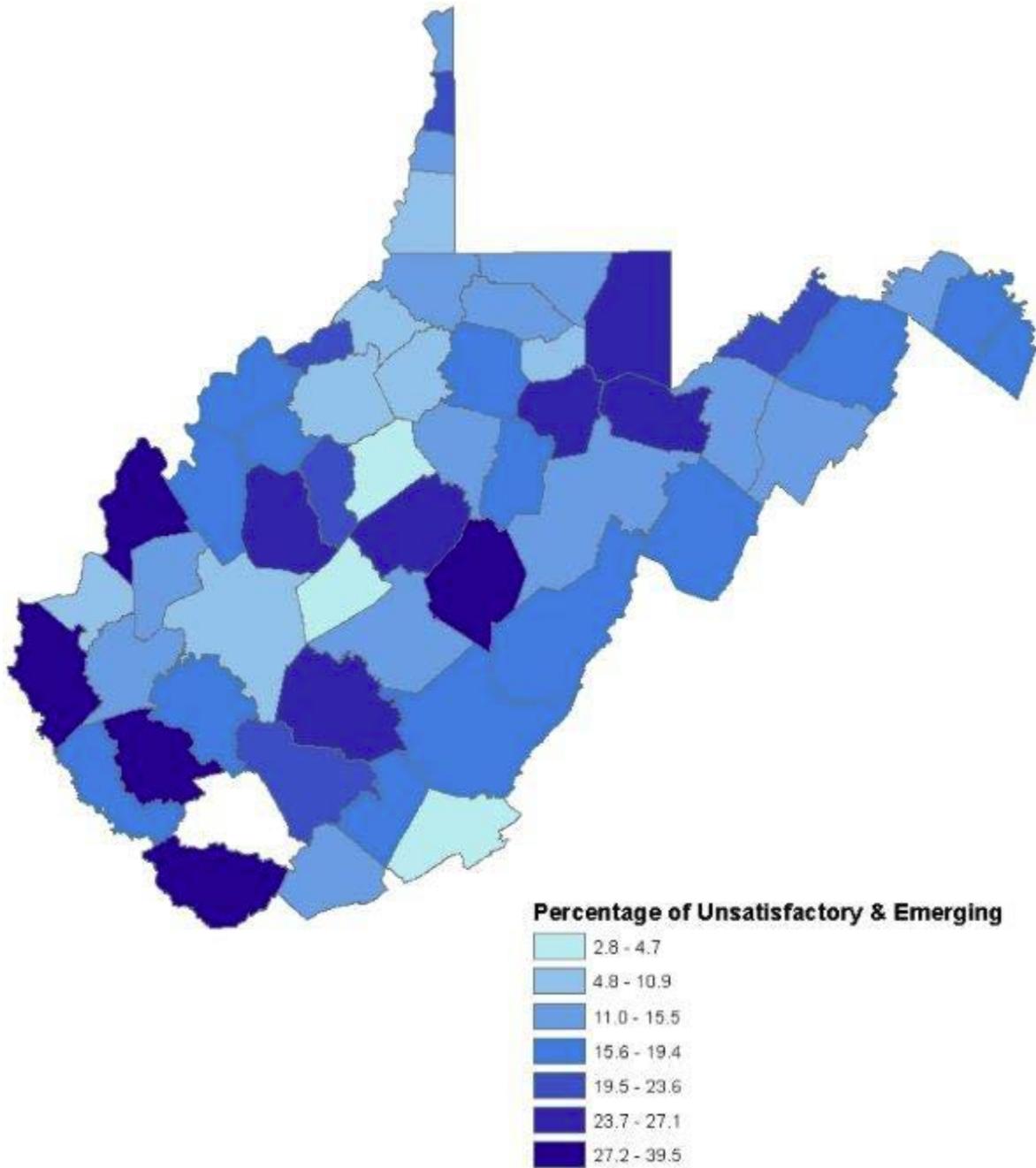


Percentage of Minority



The following maps and tables reflect 2013-14 data from the West Virginia Educator Evaluation System (WVEES) indicates the distribution of ineffective teachers in West Virginia districts.

Figure 10: Distribution of Ineffective Teachers in West Virginia



Data revealed that West Virginia students in high poverty schools are taught by ineffective teachers at a higher rate than are students in low poverty schools. The most significant gap is in high poverty high schools with a gap of **9.0 percent**.

Table 9: Ineffective Teachers (High Poverty vs. Low Poverty)

Poverty Status	Percent Ineffective Teachers			
	WV ALL	Elementary	Middle	High
High Poverty	17.8	16.8	17.2	25.6
Low Poverty	15.7	14.2	15.9	16.6
Not High or Low Poverty	17.2	14.7	13.8	24.5
EQUITY GAP	2.1	2.6	1.3	9.0

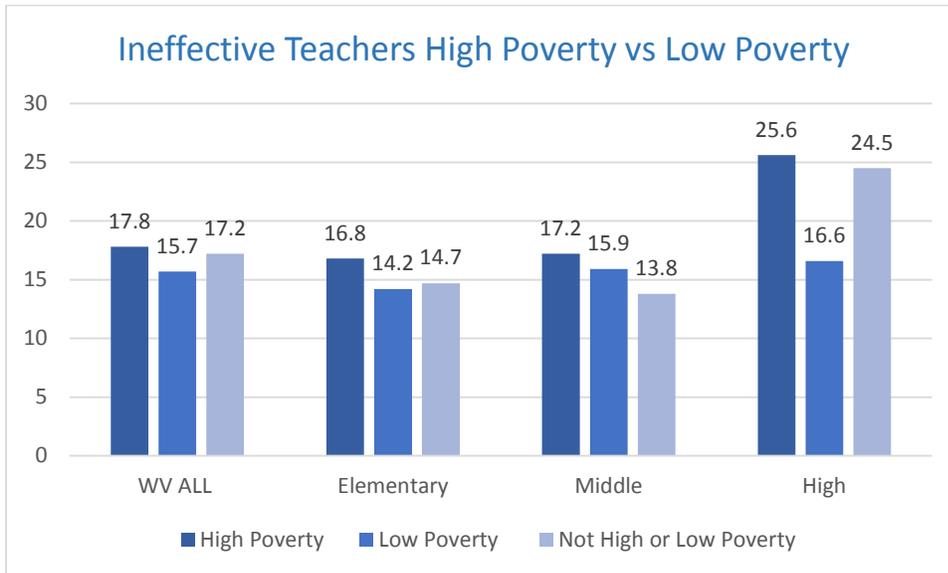


Figure 11: Distribution of Ineffective Teachers in West Virginia (High Poverty vs. Low Poverty)

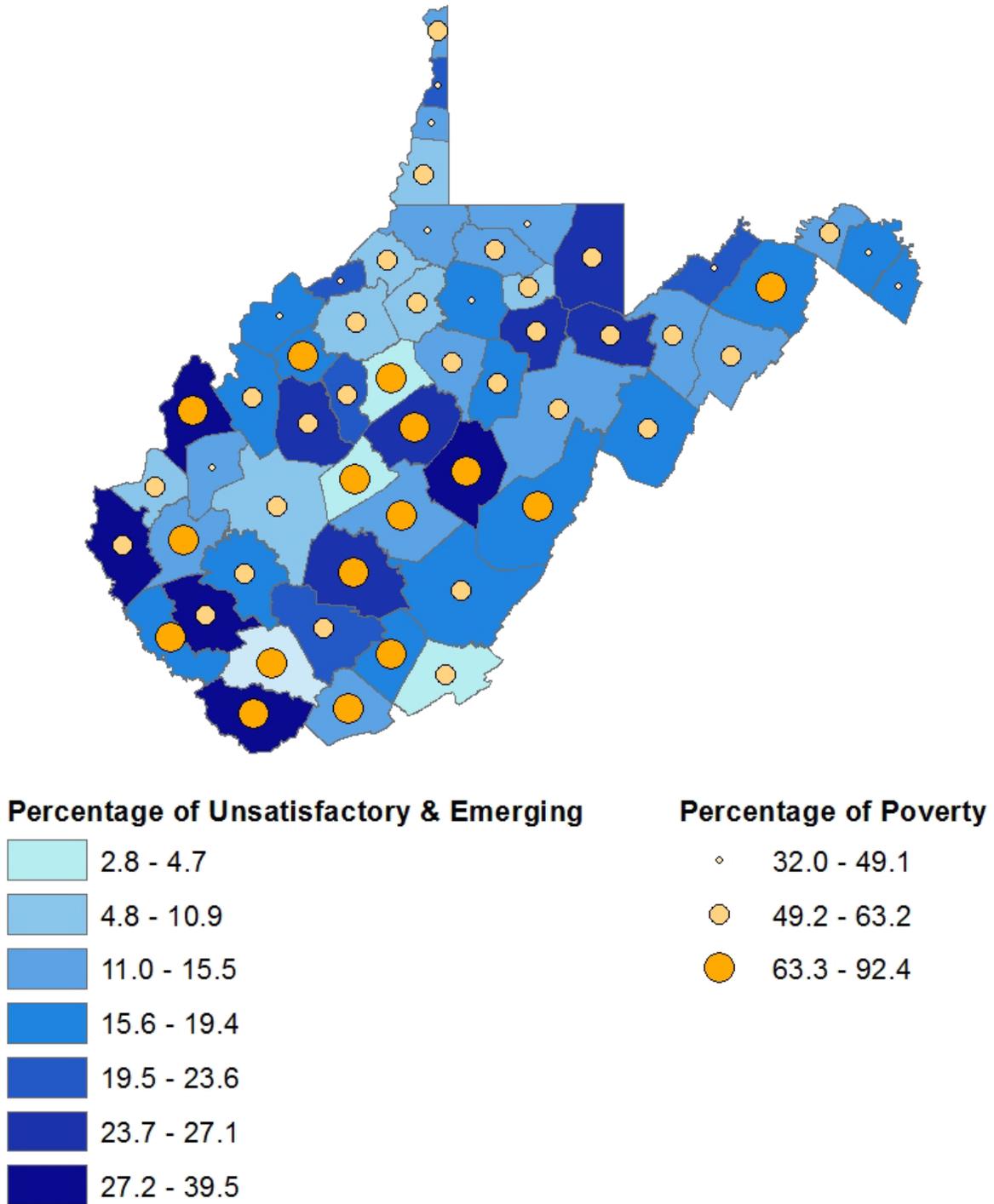


Table 10: Ineffective Teachers (High Minority vs. Low Minority)

Minority Status	Percent Ineffective Teachers			
	WV ALL	Elementary	Middle	High
High Minority	14	14.5	14.0	13.2
Low Minority	22.6	20.0	20.1	27.1
Not High or Low Minority	17.0	14.8	13.7	23.7
EQUITY GAP	-8.6	-5.5	-6.1	-13.9

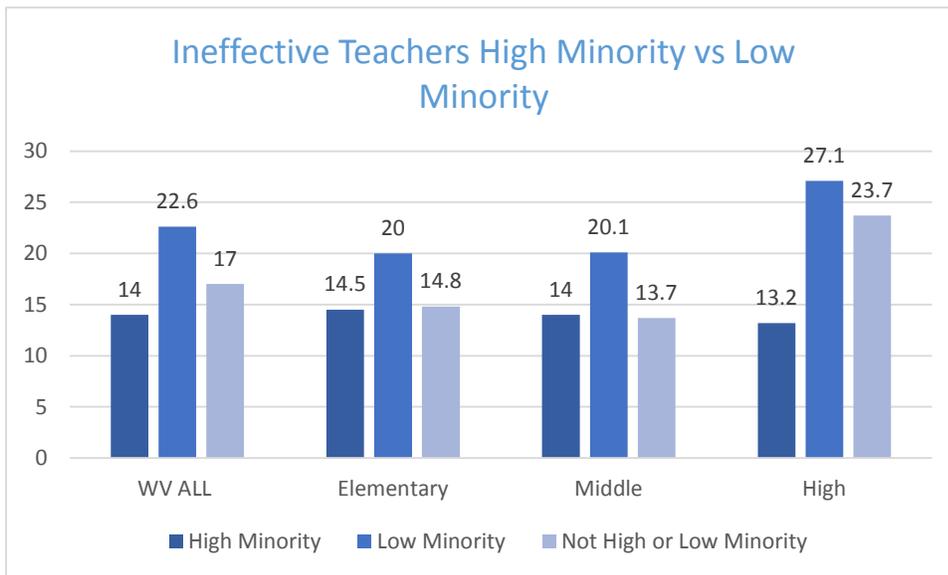
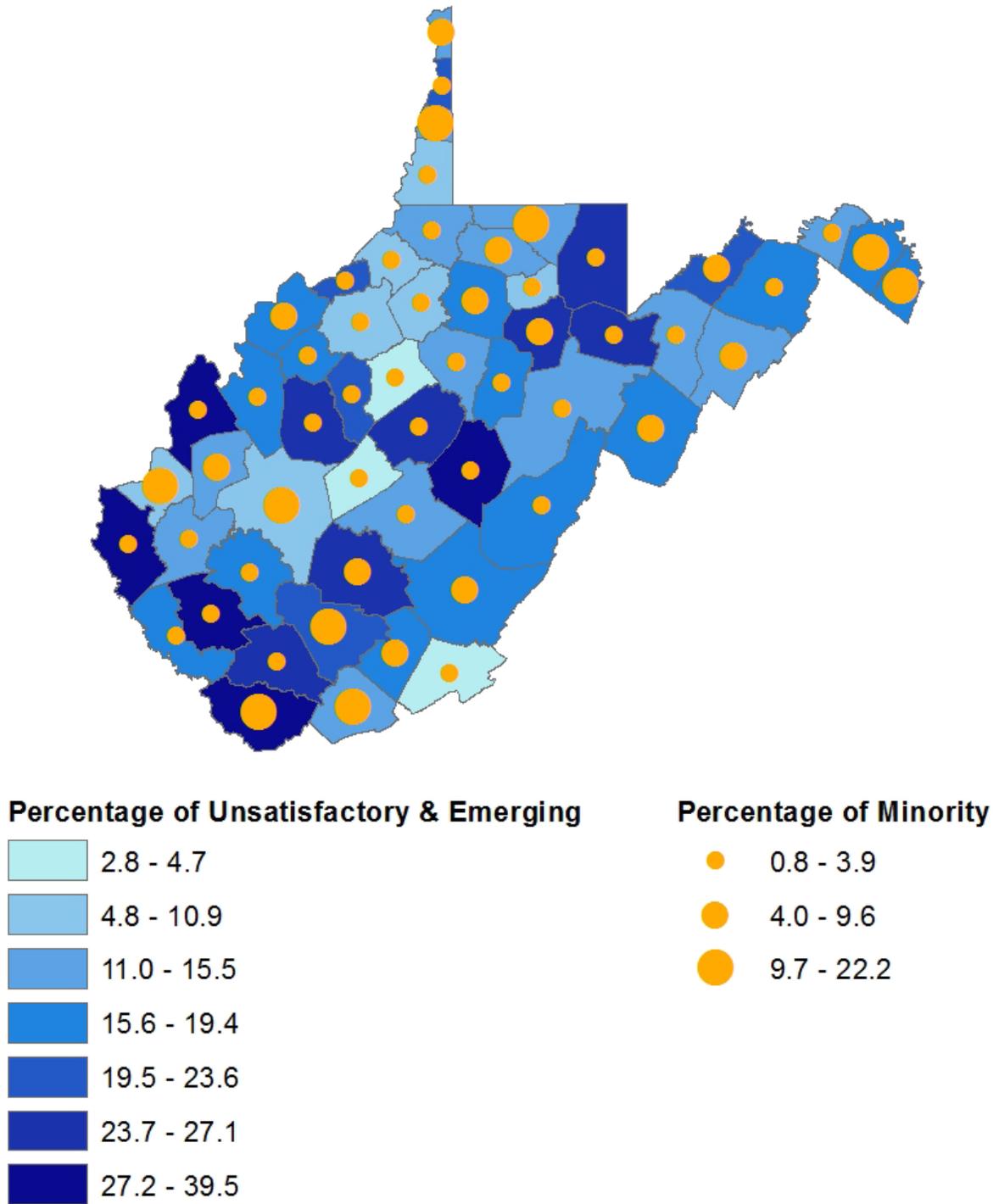
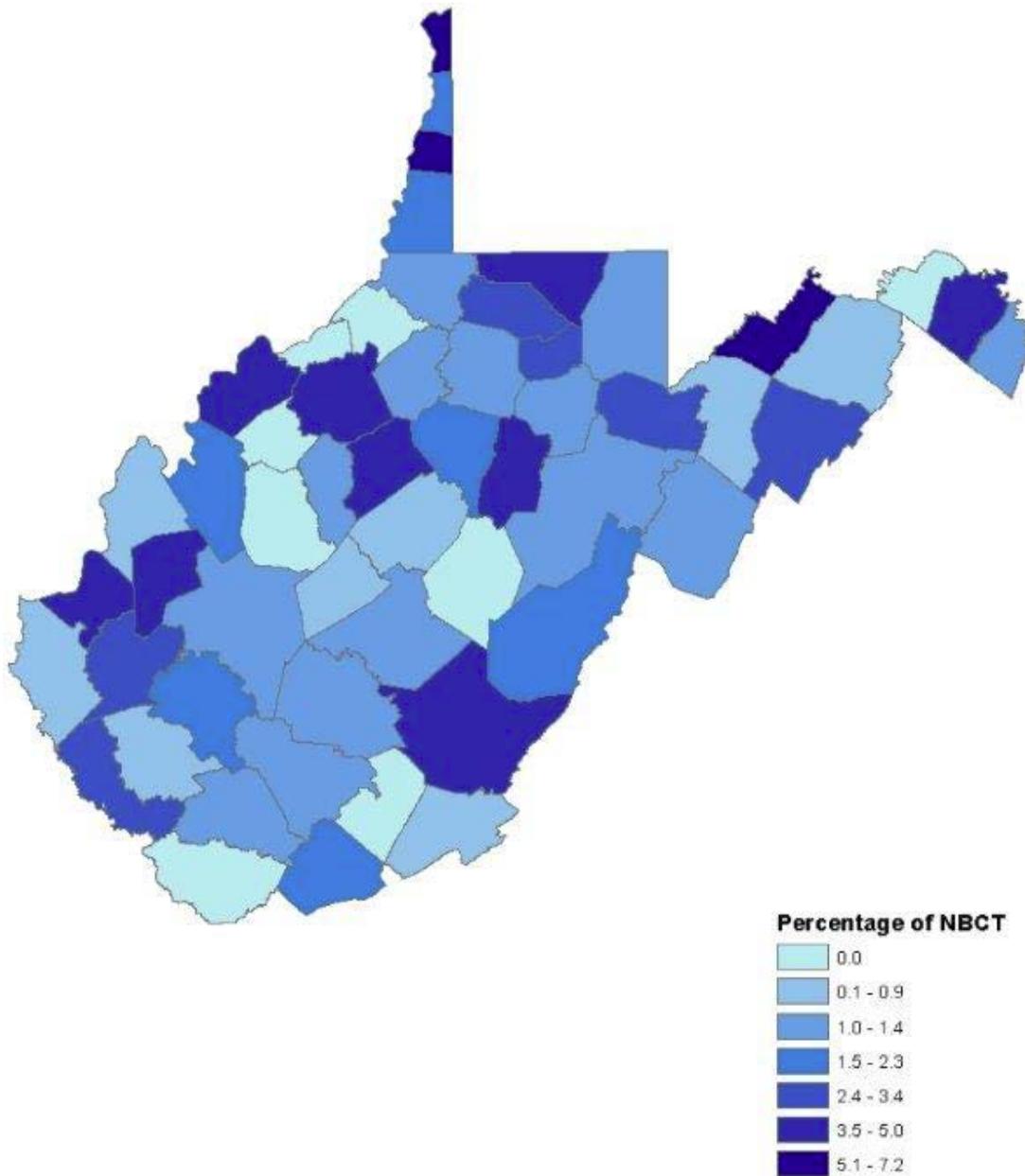


Figure 12: Distribution of Ineffective Teachers in West Virginia (High Minority vs. Low Minority)



West Virginia has a total of 825 NBCTs throughout 53 districts. The following data reflect the distribution by percentages of overall teacher workforce in each district.

Figure 13: Distribution of National Board Certified Teachers in West Virginia²



² The map reflects the percentages of NBCTs in each of the 55 districts. However, raw data indicates two high poverty districts have zero NBCTs.

West Virginia analyzed the percentage of educators in each district who are nationally certified by the National Board for Professional Teaching Standards (NBPTS). Data indicated that high poverty schools have a lower percentage of NBCTs (1.7 percent) than low poverty schools (3.5 percent) resulting in an equity gap of 1.8. Data further revealed that the largest equity gap is in high poverty high schools (2.5 percent). Of note, two high poverty districts have zero NBCTs.

Table 11: National Board Certified Teachers in West Virginia (High Poverty vs. Low Poverty)

Poverty Status	Percent National Board Certified Teachers			
	WV ALL	Elementary	Middle	High
High Poverty	1.7	1.7	2.0	1.3
Low Poverty	3.5	3.1	3.5	3.8
Not High or Low Poverty	2.0	2.4	1.9	1.6
EQUITY GAP	1.8	1.4	1.5	2.5

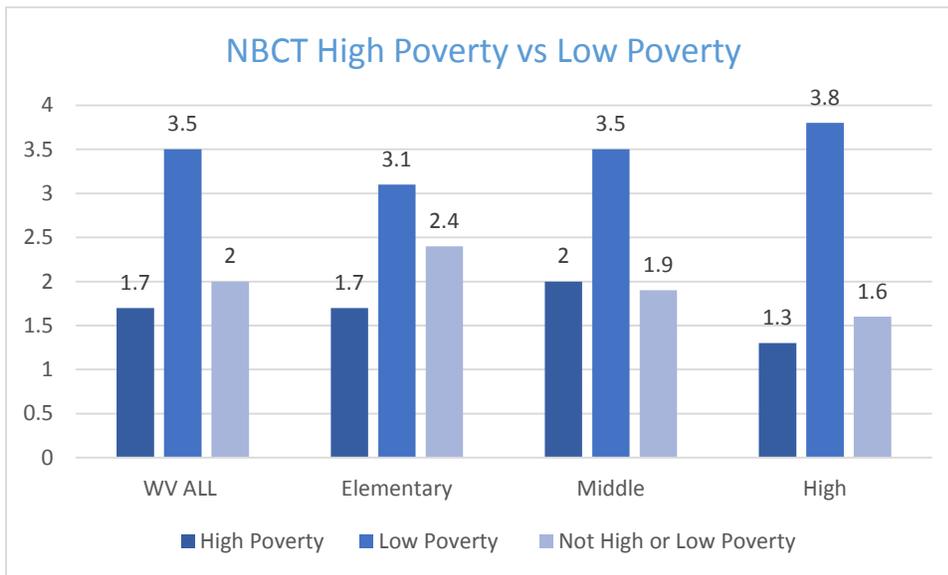
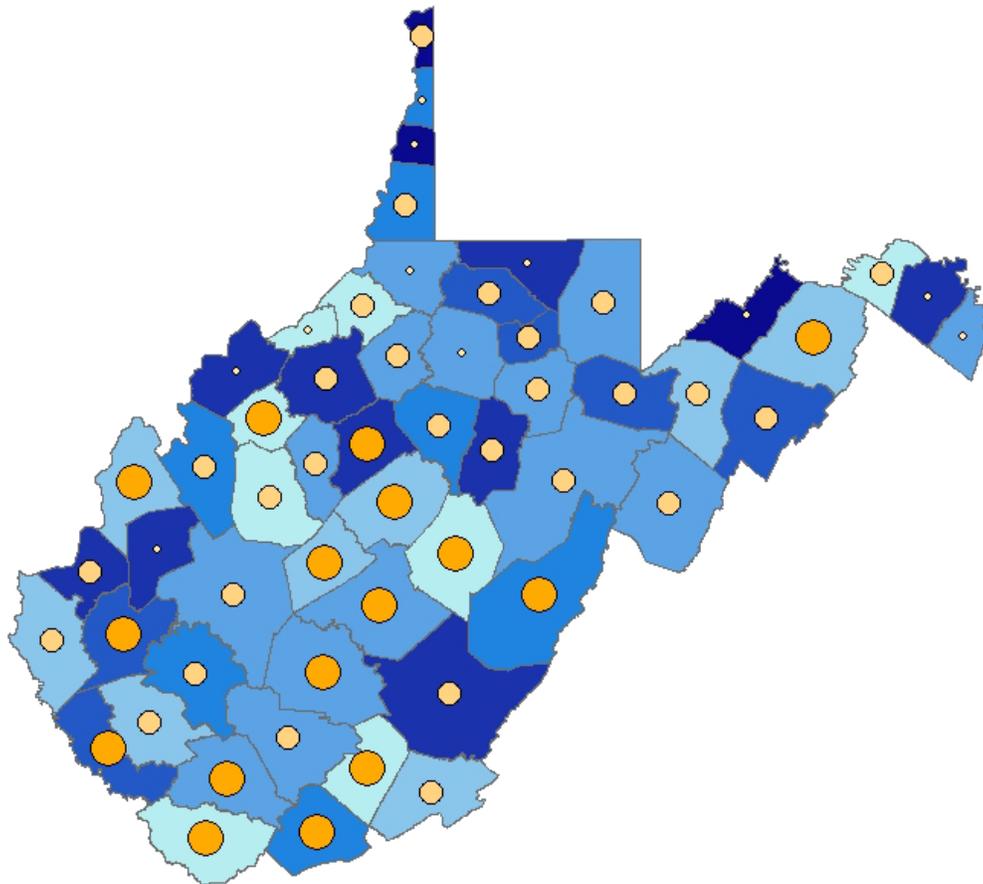
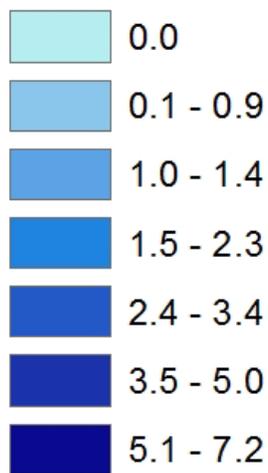


Figure 14: Distribution of National Board Certified Teachers in West Virginia (High Poverty vs. Low Poverty)



Percentage of NBCT



Percentage of Poverty

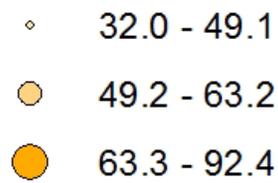
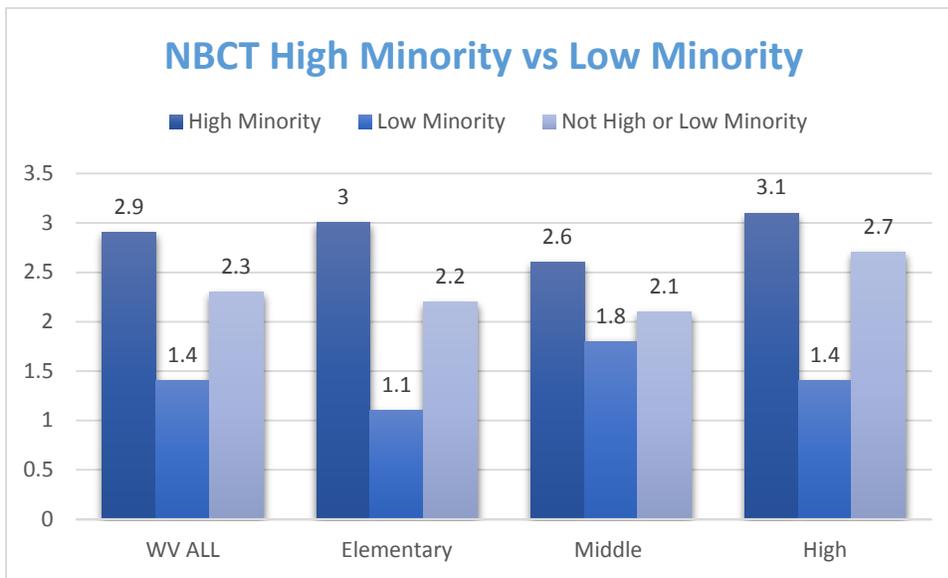


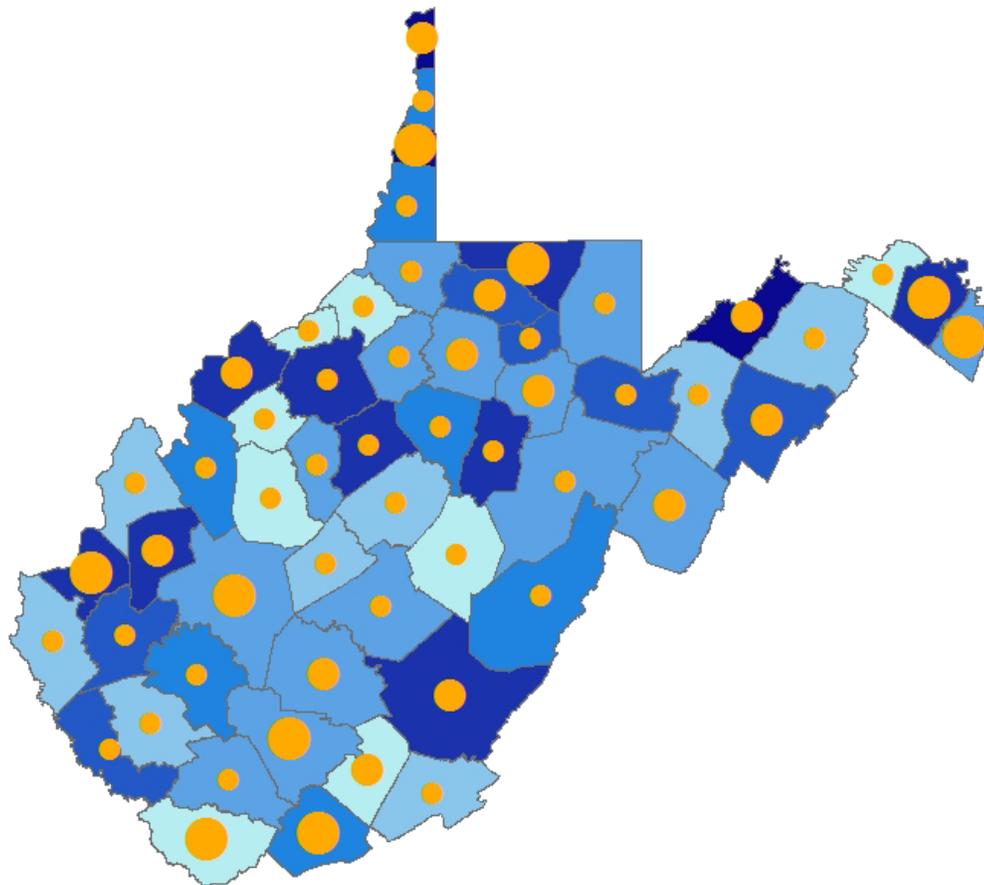
Table 12: National Board Certified Teachers in West Virginia (High Minority vs. Low Minority)³

	Percent National Board Certified Teachers			
Minority Status	WV ALL	Elementary	Middle	High
High Minority	2.9	3.0	2.6	3.1
Low Minority	1.4	1.1	1.8	1.4
Not High or Low Minority	2.3	2.2	2.1	2.7
EQUITY GAP	-1.5	-1.9	-0.8	-1.7

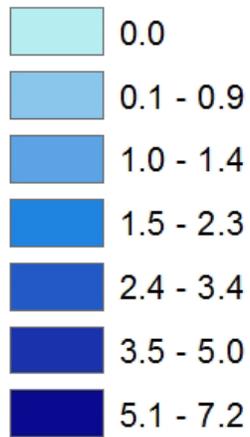


³ Data revealed that districts with a high percentage of minority students also have an existing National Board for Professional Teaching Standards (NBPTS) Support Network in place. This resulted in a higher percentage of NBCTs employed in districts/schools with a high percentage of minority students.

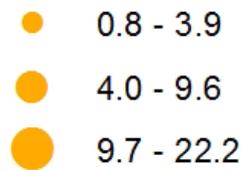
Figure 15: Distribution of National Board Certified Teachers in West Virginia (High Minority vs. Low Minority)



Percentage of NBCT



Percentage of Minority



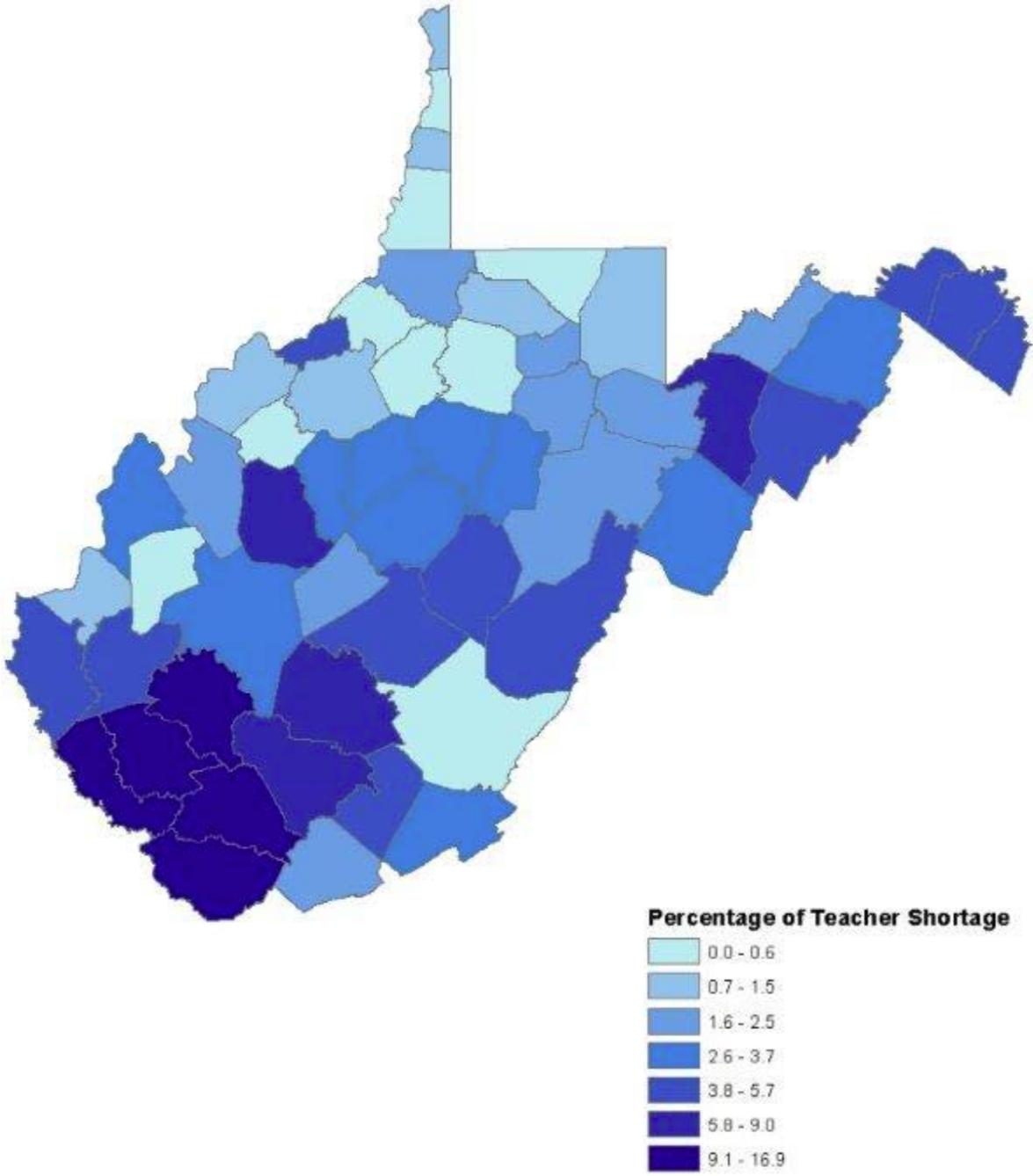
West Virginia experiences a significant percentage of teacher vacancies annually. As a result, students are taught at higher rates by inexperienced teachers. The following table provides an overview of the shortage areas for West Virginia in 2013-14.

Table 13: Critical Teacher Shortages in West Virginia

The WV Shortage Areas for 2013-2014 School Year

Individual Endorsement Areas of Greatest Shortages			
Endorsement Area	FTE Shortage	FTE Total	% Shortage
Special Education: Multi-Categorical	105	386	27.2%
Preschool Special Needs	14	81	17.28%
High School: English/Language Arts	101	1298	15.7%
High School: Foreign Language	44.3	323	13.7%
School Nurse	37.7	295	12.78%
Gifted	5.95	49	12.14%
Geographical Areas of Highest Shortage			
County	FTE Shortage	FTE Total	% Shortage
LOGAN COUNTY SCHOOLS	92	478.5	19.23
WYOMING COUNTY SCHOOLS	51	339	15.04
MCDOWELL COUNTY SCHOOLS	41	282	14.54
MINGO COUNTY SCHOOLS	43.5	318.5	13.66
BOONE COUNTY SCHOOLS	49.3	403.25	12.23
WV TOTAL	870	21,633.5	4.02%

Figure 16: Percentage of Critical Shortage in West Virginia



Data revealed West Virginia has a high turnover rate of principals, specifically at the elementary school level. Data further revealed certified personnel within districts readily available to assume vacant positions.

Table 14: West Virginia Principal Data

Number of Principals Employed in WV Schools in 2014-15						
	Elementary (K-6)	Middle (5-9)	High (9-12)	Combined (K-12)	Head Teacher	Total Employed
Principals employed	413	128	130	23	--	694
Assistant principals employed	85	125	221	20	19	470
	Total					1164
Number of educators who hold principal certification, but are employed in another capacity (e.g. classroom teacher, counselor, academic coach, etc.) within a WV school system in 2014-15						
	Elementary Teacher	Middle School Teacher	High School Teacher	Special Education Teacher	Other Position	Total Available
Certified as principal – but not employed as principal	190	126	169	124	221	830
Number of principals leaving their position each year (for promotion, retirement, termination, etc.)						
	2014-15	2013-14	2012-13	2011-12	2010-11	5 Year Trend
Principals leaving the position annually	104	116	98	112	93	104.6 per year
Capacity in which principals leaving their position were employed during the following year						
	Superintendent or Asst. Superintendent	District level staff	Changed programmatic level – principal	Classroom Teacher	Other (WVDE/RESA) or retirement, termination, etc.)	Total
2014-15	7	38	20	9	30	104
2013-14	7	45	7	10	47	116
2012-13	3	31	6	14	44	98
2011-12	12	45	12	12	31	112
2010-11	5	35	11	11	31	93
Number of Principal Vacancies by Programmatic Level						
	Elementary (K-6)	Middle (5-9)	High (9-12)	Combined (K-12)	Total	
2014-15	54	21	23	6	104	
2013-14	64	20	25	7	116	
2012-13	50	20	22	6	98	
2011-12	64	17	24	7	112	
2010-11	53	20	18	2	93	

West Virginia analyzed the 2015 Quality Counts data as prepared by *Education Week Research Center*. Data revealed West Virginia (94.1 percent) is above the national average (85.1 percent) with regard to equity in school finance, specifically, per-pupil expenditures. Additionally, West Virginia (90.4 percent) has a higher percentage of achievement equity than the national average (81.7). However, data indicates West Virginia continues to have an equity gap in providing quality instruction to students of poverty, when compared to the national average.

Table 15: Quality Counts Data

Chance for Success (2015)	WV	U.S. Average
Early Foundations	79.3	81.3
School Years	65.0	75.6
Adult Outcomes	69.0	76.5
School Finance Analysis (2015)	WV	U.S. Average
Equity	94.1	85.1
Spending	84.3	65.4
K-12 Achievement (2015)	WV	U.S. Average
Status	48.6	65.6
Change	56.3	68.3
Equity	90.4	81.7

Equity Gaps Identified

Based on discussions with stakeholders and our understanding of available data, we determined the specific gaps that were of concern and prioritized the highest priority for our state. In addition to these high-priority metrics, we also highlighted some additional equity gaps that we think are important to consider for our state.

- 1. Equity Gap 1:** Data revealed that a disproportionate percentage of students in high poverty high schools were being taught by highly qualified teachers (80.2 percent) as compared to students in low-poverty schools (89.9 percent). West Virginia views unqualified teachers in high poverty schools, particularly high schools, as our primary equity gap (9.7 percent gap). West Virginia recognizes that Title I funding has been focused on efforts to eliminate equity gaps in elementary and middle schools, consequently, high schools have continued to experience gaps.
- 2. Equity Gap 2:** Data revealed that West Virginia students in high poverty schools are taught by ineffective teachers at a higher rate than students in low poverty schools. The greatest gap is in high poverty high schools with a gap of 9.0 percent. Again, high poverty high schools experience gaps in educator equity.
- 3. Equity Gap 3:** Data revealed that West Virginia has an equity gap in inexperienced teachers at all programmatic levels, but most significantly at the elementary school level in high poverty schools versus low poverty schools (8.5 percent gap).

Section 4: Strategies for Eliminating Equity Gaps

WVDE recognizes that ensuring students' equitable access to excellent teachers and leaders is a complicated endeavor, and that achieving our teacher and leader equity goals will require implementation of a comprehensive, multi-faceted strategy built on a vision of organizational change. Therefore, West Virginia's Plan to Ensure Equitable Access to Excellent Educators is built on the following theory of action.

Theory of Action

If a comprehensive approach to continuous improvement—in particular for low-income, high-minority, and high-need schools and districts—is implemented carefully and its implementation is monitored and revised as data warrants,

Then West Virginia school districts will be better able to recruit, retain, and develop excellent educators and administrators such that all students have equitable access to excellent teaching and leading to help them become college and career ready upon graduation from high school.

This approach includes four core principles:

- 1) Reform teacher preparation programs and implement a program approval and evaluation process that ensures institutions produce highly effective program completers who are prepared to enter the classroom *Learner Ready – Day One*;
- 2) Reform leadership preparation programs to ensure that principals are thoroughly prepared for the role they are charged with once employed as an instructional leader in a school or district;
- 3) Utilize the *WV School Improvement Model* to implement a comprehensive *WV Educator Evaluation System* that provides strategic professional development as an embedded component and incorporates the *WV Support for Improving Professional Practice (WVSIPP)* as a means to develop teachers as leaders; and
- 4) Replicate the equity reform model implemented through the *Reconnecting McDowell* initiative as a state-wide effort to combat identified educator inequities.

Goal Setting

West Virginia has established goals (for each of the metrics identified in Section 3) through each individual stakeholder group's corresponding implementation plan. In an effort to combine the individual initiatives into one collaborative plan for improving professional practice and eliminating inequities in education, the following process has been established:

Beginning Spring 2015, the WVDE Office of Educator Development will lead each corresponding stakeholder group, utilizing baseline data on all the metrics of educator effectiveness listed in Section 3 of this plan. For each metric, the *WV Educator Equity Team* will establish short-term goals and long-term expectations. West Virginia also will set interim targets against which the state can chart its progress over a five-year period. After two years, the plan will be updated with lessons learned and the use of new data.

Root-Cause Analysis

The root-cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data:** In this step, we determined what data are available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data.
2. **Analyzing Data and Identifying Equity Gaps:** In this step, we identified the equity gaps resulting from our analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** In this step, we brainstormed a complete list of root causes behind our equity gaps and categorized them by themes.
4. **Mapping Strategies to Root Causes:** In this final step, we identified practical strategies to address our root causes.

At the core of educator effectiveness is the relationship between the preparation of teachers and principals and their impact on student growth once they are employed in a West Virginia classroom or school. Data revealed an urgency in the utilization of the WV Educator Evaluation System to identify ineffective teachers in low-performing schools and high poverty schools. As a result, West Virginia will focus efforts to enhance the WV Educator Evaluation System with the specific goal being to develop effective teachers and leaders. While this is an effort to improve educator quality, it does not fully address the root cause identified in our analysis. Through careful analysis of national research, state policy, and WV data, it was determined that the root cause of educator inequity is attributed to the inconsistencies in the preparation and development of teachers and leaders. The overwhelming consensus of stakeholders revealed a need to reform teacher preparation programs and principal preparation programs to better align with CAEP Standards. The goal is to produce better prepared educators for entry to WV public schools. Likewise, stakeholders indicated a need to further develop existing workforce through the WVSIPP and School Improvement Model utilized for schools designated for targeted assistance.

To achieve our state’s teacher and leader equity objectives, West Virginia intends to initially pursue four key strategies that correspond to the root causes behind the problem. We also recognize that because of the complexity of our teacher and leader equity gaps, the strategies and other actions described in our plan will not always be enough. Particularly in the most challenging schools, recruiting and retaining *more* (rather than *equitable*) excellent teachers and leaders might be necessary and might require taking a range of innovative actions to improve teaching and learning conditions. Although we do not fully describe these actions in this plan, we will continue to support them with School Improvement Grants and through other means established in our approved ESEA Flexibility Waiver.

Strategy 1: Teacher Preparation Program Reform

In an ever-changing global society, the quality of education has never been as important and central in assuring the success of our citizens in all domains of life. To better serve our children, ensure their success, and provide all available opportunities, West Virginia must focus on preparing the best teachers and leaders in our state. In order to accomplish this goal, the West Virginia Board of Education (WVBE) is committed to increasing the state’s accountability. The WVBE has taken immediate actions and has provided leadership to the WV Department of Education (WVDE), as West Virginia engages in implementing best practices that result in high quality and equitable instruction for all students.

The WVBE has pledged to provide the best and most effective teachers and leaders for West Virginia public schools. To promote actionable and measurable evidence of teacher education effectiveness, with an emphasis on reading instruction, the WVBE has begun the process of reforming educator preparation

in our state. This process started with the creation of the High Quality Educator Stakeholder Committee (HQE) – led by WVBE President Mrs. Gayle Manchin and WVBE member Senator Lloyd Jackson. The committee is composed of P-12 practitioners and leaders, educator preparation program faculty, and representatives from the West Virginia Department of Education (WVDE).

Since its inception, the HQE Committee has been charged with creating a specific and immediate plan by which this reform would be executed and has been able to complete several action steps resulting in policy changes affecting all aspects of educator preparation. These changes included many aspects of program proposal, approval, admission criteria, and program completion and licensure. A major change in WVBE state policy is the adoption of CAEP standards and process as a requirement for ALL institutions of higher education with educator preparation programs. The adoption of such rigorous standards and outcome-based benchmarks will help leaders shape all programs to meet the rigorous expectations set forth as well as complete transparency and accountability. Some of the completed tasks and policy changes included:

- A whitepaper to guide the HQE reform and developed an implementation plan with recommendations for policy revisions (See Appendix H)
- Require national accreditation for all WV educator preparation programs & adoption of CAEP Standards
- Call for EPPs to establish and enforce high standards for candidate program matriculation and completion, including clearly articulated program phases and benchmark criteria for success.
 - EPPs collaborate to transform all educator preparation to a clinically-based approach, supported by strong P-12--higher education partnerships.
 - Address Program Impact: Establish processes to collect and use employment and professional practice data as part of the process for program approval and the continuous improvement of educator preparation programs.
- Enact structural supports for HQE reform at the state level
- Involve national organizations of educator preparation reform (NASDTEC, CCSSO, CAEP, AACTE, NCTQ, NGA, etc.)
- Conducting a Teacher Performance Assessment Test Project

In addition, both WVBE policies 5202 Licensure of Professional/Paraprofessional Personnel and 5100 Approval of Educational Personnel Preparation Programs have been revised in 2014 and are currently under revision with a proposed adoption date in the fall of 2015.

Strategy 1: Teacher Preparation Program Reform

We believe that the data and root-cause analysis support our existing reform of teacher preparation programs being conducted through the *IHE – High Quality Educator Stakeholder Committee*.

- Use the Board’s authority in the accreditation of teacher education programs and certify teachers, as well as its direction of professional development programs, to assure that every elementary teacher is prepared to assist all students in reading at grade level by the end of the 3rd grade.
- Assess current teacher education preparation programs and determine needed revisions to ensure teacher preparation programs graduate students prepared to teach reading
- Review and revise teacher certification to ensure pre-service teachers graduate with skills to teach reading
- Improve classroom instruction through sustained job-embedded professional development

✓ On or before June 1, 2013, the state board shall promulgate an emergency rule to ensure the

- coordination, development and evaluation of high-quality professional development programs.
- ✓ On or before November 1, 2013, the state board shall promulgate a legislative rule for the same purpose.
- ✓ WVBE committee guiding work: High Quality Educators. This committee could develop a draft of goals to guide the meetings described below
- ✓ WVBE members and WVDE staff will need to meet with stakeholder groups (including teacher and administrator organizations, CPD, RESAs, and HEPC) to jointly develop the master plan Study of Alternative Certification
- ✓ WVDE Office of Professional Preparation will conduct gap analyses of WV schools including a county level analysis of critical shortage areas
- ✓ WVBE and WVDE Office of Research will conduct analysis of current practices:
 - Hiring retired teachers as substitutes
 - The adequacy, availability and access to job postings
 - The potential and/or necessity for a statewide job bank
 - The granting of waivers for substitutes and individuals on permit
- ✓ WVBE and WVDE Office of Professional Preparation will meet with stakeholder groups to conduct review of policy/code to identify obstacles to implementing effective programs
- ✓ Alternative study is completed and results published
- ✓ Results of the study have been shared with the WVBE, Governor's Office and Legislature
- ✓ Legislative Committees have requested additional data from this study, i.e. areas of teacher shortage including geographical and content shortage areas
- ✓ Meetings have been conducted with the teacher organizations and the Governor's Office to discuss alternative certification options
- ✓ Ongoing work with legislature and Governor's Office on alternative certification bills from the Governor's Office and House Education
- ✓ Incorporate appropriate action steps into the *WV Educator Equity Plan*

Strategy 2: Principal (Leadership) Program Reform

Strategy 2: Principal (Leadership) Preparation Program Reform

We believe that the data and root-cause analysis support our existing reform of principal (leadership) preparation programs being conducted through the *Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy* Stakeholder Committee.

- ✓ WVCPD continues to provide professional development to school leaders in using SREB Modules "Using Data to Focus Improvement" and "Coaching for School Improvement"
- ✓ The WVCPD provides a year-long Principals' Leadership Academy for new principals with continuous support by experienced principals. The WVCPD also provides Professional Growth and Instructional Coaching Part I and Part II to help principals focus on improvement of teaching practices within the school. The WVCPD will attend the SREB's Leadership Forum on *Getting to Both "C's": Leadership to Prepare Students for Both College AND Careers* on April 30-May 1 IHE Work
- ✓ CCSSO State Consortia for Educator Effectiveness (SCEE) Summit was held in April 2015. (One strand of the summit will focus on Equity Plans – WV has identified leadership as a focus of our equity plan)
- ✓ Kicked off the Leadership Stakeholder Meeting at Emmanuel Baptist on March 31st
 - The Importance of the Principal: A Discussion of the Research, School Leadership

Standards, and Setting a Vision for Leadership in West Virginia

- Jackie Wilson will present some of the latest research and policy work related to school principals, including a cross-walk of West Virginia’s school leadership standards against new national school leadership standards emerging in the field. Jackie will focus on principals as instructional leaders. The group will discuss the information and develop a state-specific vision for an effective principal that can guide the overall work.
 - Review and Discussion of West Virginia’s Principal Data: Monica Beane will provide a short overview of West Virginia’s data on school principals. The group will discuss: “Where are our biggest areas of need as we move into considerations for reforming policy and practice within specific domains? What do the data show?”
 - The West Virginia team and Cortney Rowland will introduce the idea for sub-committees to guide the work. They will discuss takeaways from early policy review work, initial thoughts about sub-committee focus areas based on data and policy reviews, proposed sub-committee members, thoughts on sub-committee goals (to develop policy [law or regulation] and/or recommendations for implementation), and a steering committee for the overall initiative. Sub-committees include:
 - Principal Preparation and Licensure (Monica Beane)
 - School Leadership Standards (Jackie Wilson)
 - Principal Recruitment and Pipelines for High-need Geographic Areas (Mary Catherine Funk)
 - Aspiring Principals and Career Pathways (Donna Peduto & Cortney Rowland)
 - Principal Professional Development (Michele Blatt)
 - Sub-Committee Conversations: How Will We Proceed?
 - Sub-committee members will review, discuss, and plan around a set of proposed recommendations that have previously been developed by the NGA/WVBE/WVDE team and are specific to each sub-committee area.
 - Based on the Imagine WV work and initial reviews of data, policy, and practice, these proposed recommendations emerged as some of the most important and high-leverage policy and practice areas for discussion and possible change.
- ✓ Reviewed the 2014 ISLLC Standards Refresh in February
 - ✓ Developed survey in conjunction with ARCC to determine principal recruitment/retention needs
 - ✓ Revise WVBE Policy 5100 (July 2015 and January 2016) to reflect recommendations of the *Imagine WV* Report
 - ✓ Incorporate appropriate action steps into the *WV Educator Equity Plan*

Strategy 3: Comprehensive Educator Evaluation System

Strategy 3: Comprehensive Educator Evaluation System

We believe that the data and root-cause analysis support our existing implementation of WVBE Policy 5310: Evaluation of School Personnel, as being conducted by our *Educator Evaluation Task Force*.

There are five (5) major purposes for the evaluation system, as identified in West Virginia Board of Education Policy 5310 (§126-142-2):

- To promote professional growth and development that advances learning in West Virginia schools.
- To define and promote high standards for professional personnel and their performance.
- To provide data that indicates the effectiveness of professional personnel as one basis for sound personnel decisions.
- To provide data for educator preparation programs to identify areas of need and guide program improvement.
- To establish county and school evaluation data that serve as a basis for professional development that specifically targets the area(s) identified for professional growth.

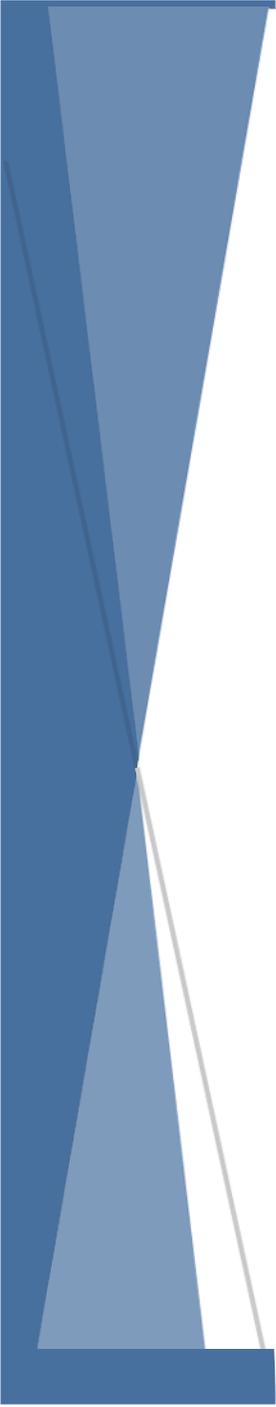
Through the West Virginia *Evaluation Task Force*, West Virginia will support educators and administrators with resources aligned to identified needs. The timeline established in the WV ESEA Flex Renewal (submitted to the US Department of Education on March 31, 2015) will be incorporated in our state equity plan.

Strategy 4: Reconnecting McDowell Initiative

Strategy 4: Reconnecting McDowell Initiative

We believe that the data and root-cause analysis align with the existing *Reconnecting McDowell* efforts to eliminate inequities in McDowell County, West Virginia. Since early 2011, WV has been developing strategies to address the inequities of McDowell County Schools. While WV has not elected to focus concentrated efforts on one district for the purposes of this state equity plan, we see great value in this collaborative reform initiative.

The following statement by U.S. Education Secretary Duncan on the Formation of the Reconnecting McDowell Partnership in West Virginia supports the initiative is a model designed to be replicated throughout other West Virginia districts, and throughout the nation. As stakeholders are engaged in the *Reconnecting McDowell* efforts, the WVDE Office of Educator Development will communicate components to all stakeholders and incorporate into the WV Equity Plan where appropriate.



Statement by U.S. Education Secretary Duncan on the Formation of the
Reconnecting McDowell Partnership in West Virginia

DECEMBER 22, 2011

“I applaud the groundbreaking educational public-private partnership in McDowell County, West Virginia that the American Federation of Teachers has helped launch. This public-private partnership is helping to show communities across the nation—especially poor, rural communities—the way forward. It is helping to show all of America what we need to do to provide a world-class education for students in the 21st century.

“The Reconnecting McDowell partnership is a great example of how union-management collaboration and leading non-profits can come together to push for dramatic improvements in education. This partnership had its inception in a request from Gayle Manchin—Sen. Manchin's wife and a member of the state Board of Education—to Randi Weingarten, the AFT president. More than 30 public, private, and non-profit groups have since signed the McDowell Covenant, and all of them have committed to providing services, money, products and/or expertise to McDowell County's schools, children, and families.

“The McDowell partnership is a powerful affirmation of the Obama administration's Promise Neighborhoods program, which also empowers communities to tackle both out-of-school and in-school obstacles to children's success. Just like the Promise Neighborhood program, the Reconnecting McDowell covenant recognizes that education must be the centerpiece of the effort to expand opportunities for children.

“It's my hope that the McDowell County initiative will help move us beyond the narrow, either-or debates over the causes of academic failure. Everyone who has worked with poor children knows that poverty matters and affects school performance. But everyone who has witnessed the life-altering impact of great teachers and great schools knows that schools matter enormously, too. In America, poverty is not destiny, and neither is geography.

“The Reconnecting McDowell covenant acknowledges that poverty, job loss, drug and alcohol abuse, housing shortages for teachers, limited medical services, and inadequate access to technology and transportation are all serious educational challenges. But as the covenant states: 'We refuse to see those challenges as reasons not to achieve.' The Reconnecting McDowell partnership is an urgent reminder that it takes a school and parents to educate a child. But it takes a community, too.”

Section 5: Ongoing Monitoring and Support

As detailed in Section 4, for each strategy we have a plan in place to assess implementation success. We already have identified the areas for which we will begin collecting information, and we are prepared to build on these efforts with further data collection and reviews as they emerge. Once the plan is submitted to the US Department of Education, the *WV Internal Educator Equity Team*, led by the newly formed Office of Educator Development, will be charged with soliciting feedback from the respective Stakeholder committees. This office is a branch of the Office of Educator Effectiveness and Licensure, whose executive director oversees the WV Educator Evaluation System, the Leadership Reform Initiative, the IHE-HQE Educator Preparation Program Reform, and the WV Commission for Professional Teaching Standards (WVCPTS). Additionally, the office is responsible for the educator preparation program approval and certification and licensure of all WV school personnel.

West Virginia has established an initial timeline (see Table 16) to guide the short-term and long-term implementation of our plan. Additional action steps will be added to the plan as strategic stakeholders meet and provide role specific feedback. To ensure transparency, annual public reporting on progress toward addressing root causes to eliminate equity gaps will include posting a progress report on the WVDE website, sending the link to all LEAs and stakeholders. Every two years WVDE will formally update this plan based on new data, new analyses of root causes, and new strategies. More frequent updates to inform the plan, as well as strategic approaches to addressing implementation, will be shared via stakeholder communications. Long-term plans include publishing such reports using the WV Longitudinal Data System – ZOOMwv.

West Virginia realizes stakeholder engagement is a critical component to the successful implementation of our equity plan. Therefore, the state's equity plan will be a standing agenda item for every relevant stakeholder committee. To further encourage stakeholder participation, the equity plan will be made available on the WVDE web site located at <http://wvde.state.wv.us/certification/data/index.php> and will be updated regularly following committee meetings. The *Internal Educator Equity Team*, led by the Office of Educator Development, will share the equity plan implementation template electronically via a secure Microsoft 365 One Drive account. The *WV Internal Educator Equity Team*, through continuous collaboration with the following five core Stakeholder groups, will be primarily responsible for the implementation of the equity plan and the revision process: 1) the IHE – High Quality Educator Stakeholder Committee (IHE-HQE); 2) the Leadership Reform Stakeholders; 3) the Educator Evaluation Taskforce; 4) the West Virginia Commission for Professional Teaching Standards (WVCPTS); and 5) *Reconnecting McDowell*. Each of these stakeholder committees will be charged with providing, at least quarterly, updates to the implementation template via the One Drive account.

Additionally, West Virginia will continue to collaborate and consult with external stakeholders in an effort to ensure every student has equal access to a highly effective teacher and every teacher is led by a highly effective leader. At least every two years, revisions to the plan will be made accordingly, through stakeholder feedback and data analyses.

Table 16: West Virginia Implementation Timeline

The following initial timeline has been established and will be updated regularly:⁴

June 2015	Submit Equity Plan to US Department of Education	WV Educator Equity Team
June 2015	Review the ISLLC Standards and determine the level of implementation in WV Policy	WVCPTS Leadership Reform Stakeholders
June 2015	Subcommittees will meet to update implementation plan 1) Preparation and Licensure; 2) Career Pathways and Aspiring Principals; 3) Principal Recruitment and Pipelines for High-Need Geographic Areas; and 4) Principal Professional Development.	Leadership Reform Stakeholders
June 2015 – August 2015	REL is working with West Virginia to conduct a study regarding teacher retention utilizing the School Climate Survey results and other data points to determine why educators leave the system and why they stay.	WV Educator Equity Team REL/ARCC
March 2015 – December 2015	ARCC will assist WVDE to develop a vision and plan for connecting improved student achievement with a high-quality educator career ladder	WV IHE-HQE REL/ARCC
March 2015 – June 2015	ARCC will assist WVDE to design surveys and analyze results to determine the selection of a Teacher Performance Assessment (TPA) for West Virginia.	WV IHE-HQE REL/ARCC
June 2015 – December 2015	ARCC will partner with WVDE as its staff survey teacher preparation candidates and instructors in six pilot institutions of higher education to inform decision making about the selection of a TPA for West Virginia.	WV IHE-HQE REL/ARCC
June 2015	WVDE will partner with Educational Impact to provide an online professional development platform to all public schools in the state. The professional development available through this platform is fully aligned to the West Virginia Professional Teaching Standards. This alignment will make it possible to fully integrate the professional development available through Educational Impact into the online West Virginia Educator Evaluation.	Educator Evaluation Task Force
May 2015 – December 2015	WVDE will continue its collaboration with the WVCPE in providing evaluation system training and professional development to the school principals of West Virginia. Training topics will	Educator Evaluation Task Force WVCPE

⁴ West Virginia will utilize existing implementation plans from stakeholders to develop a WV Educator Equity Plan Timeline. This plan will be posted online by September 2015.

	include, but are not limited to, 1) Higher fidelity within classroom observation results, 2) Increased understanding of what components comprise an effective teacher-created student learning goal, and 3) Increasing the overall fidelity in using Educator Evaluation System effectively, which will ensure educators who require additional professional development are correctly identified as such through their ratings within the evaluation system.	
August 2015	WVDE will publish the West Virginia Professional Growth Guides. Created in collaboration with state teachers and principals, these guides provide educators with information and resources which can be utilized at the LEA to improve professional teaching practices as they relate to the West Virginia Professional Teaching Standards.	Educator Evaluation Task Force
August 2015	Meet with Stakeholders in August 2015 and vet ISLLC 2015 Standards	Leadership Stakeholders
Ongoing	WVDE will continue to explore the creation of career ladders and lattices within the state's educator licensure policy. The goal will be to create avenues and opportunities for classroom teachers who rate as either Accomplished or Distinguished within the Educator Evaluation System to earn advanced endorsements on their West Virginia Professional Teaching Certificate. The advanced endorsements would enable classroom teachers to take on more leadership roles within their schools (i.e. mentor teachers and lead teachers).	Educator Evaluation Task Force
Ongoing	Leadership Capacity Development: Provide professional development to school and district leaders as well as local school board members in order to build capacity	Leadership Reform Stakeholders
Ongoing	Monthly subcommittee virtual meetings At minimum, quarterly meetings with updates to the respective timelines and the WV Equity Plan	Reconnecting McDowell Leadership Reform Stakeholders Educator Evaluation Task Force IHE-HQE Stakeholders WV Educator Equity Team
September 2015	<i>WV Educator Equity Team</i> will post a consolidated <i>WV Educator Equity Plan</i> Implementation Timeline to the WVDE web site dedicated to the Educator Equity Plan	Manager, Office of Educator Development

Section 6: Conclusion

The West Virginia Department of Education strongly supports the U.S. Department of Education’s goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present our plan for advancing this mission in West Virginia. Our multi-faceted plan reflects extensive outreach to the community and thoughtful deliberation about actions that most likely will enable our schools and districts to attain this important objective. Although our plan will evolve over time, we believe that our theory of action and the four targeted strategies we have included in the plan embody a solid approach to improving educator effectiveness, particularly for those most in need.

West Virginia recognizes equity gaps do not promote equal opportunity for all students in our public schools; and we strive to implement successful strategies to address our specific gaps through the implementation of our state plan. Our concept to utilize existing stakeholder entities to guide this work in a collective manner is not simply out of necessity; rather we strongly believe it is the most efficient and effective route to address the root causes of the inequities in our state.

As the *Reconnecting McDowell* reform framework (included in Appendix B) is refined, West Virginia anticipates replicating this model throughout the state. We look forward to proceeding with this plan and welcome feedback from stakeholders committed to improve equitable access to students, regardless of their school designation or location.

Appendices

Appendix A. West Virginia’s Equitable Access Committee Membership

Appendix B. *Reconnecting McDowell* – A Covenant of Commitment

Appendix C. West Virginia Data Profile

Appendix D. ARCC Collaboration with West Virginia

Appendix E. NGA – Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy

Appendix F. *Imagine WV* Report

Appendix G. Sample District WV SIPP (Mentoring/Induction Plan) – Cabell County Schools

Appendix H. WV IHE-HQE Stakeholder – Whitepaper

Appendix A. West Virginia’s Equitable Access Committee Membership

In the spring of 2015, the West Virginia Department of Education created an Office of Educator Development to oversee the development and implementation of the WV Equity Plan. To actively engage a wide range of stakeholder contributions to the development of West Virginia’s equitable access plan, an internal scan of existing stakeholder committees occurred. Membership from the following initiatives were included in the development of this plan, and will continue to serve as representatives for implementation of the plan:

- Institutions of Higher Education – Highly Quality Educator (IHE-HQE)
- Educator Evaluation Task Force
- Leadership Reform Stakeholder Committee
- WV Commission for Professional Teaching Standards (WVCPTS)
- *Reconnecting McDowell*

IHE-HQE Stakeholder Committee Members:

Institutions of Higher Education

Cheryl Barnes, Concord University
Rebecca Burns, University of Charleston
Kevin Cain, Glenville State College
Carolyn Crislip-Tracy, Fairmont State University
Van Dempsey, Fairmont State University
Kay Devono, Alderson Broaddus College
Rick Druggish, Concord University
Teresa Eagle, Marshall University
Diana Jackson-Charlino, American Public University
LeAnn Johnson, Shepherd University
Barbara Korn, West Virginia State University
Cynthia L. Gissy, West Virginia University-Parkersburg
Calandra Lockhart, University of Charleston
Paula Lucas, Marshall University
Tammy Lynn Woody, American Public University

Sandra Orr, West Virginia State University
Jo Pennington, Ohio Valley University
Karen Petitto, West Virginia Wesleyan College
Craig S. McClellan, Salem International University
Tammy Samples, West Virginia Wesleyan
Marsha Sarver, Alderson Broaddus College
Pamela Schield, Salem International University
Missy Spivy, West Virginia University-Parkersburg
Elisabeth Steenken, Bluefield State College
Terene Stiltner, Bluefield State College
Connie Stout, Glenville State College
Allison Swan Dagen, West Virginia University
Darrell Thompson, Bluefield State College
Traci Tuttle Hudson, West Liberty University
JoJo Ullom, West Liberty University
Jeremy Vittek, Wheeling Jesuit University
Jaci Webb- Dempsey, Fairmont State University

Central Office and RESA

Frank Devono, Monongalia
Beverly Kingery, Nicholas
Jeff Smith, Cabell
Nelson Spencer, McDowell
Sallie Dalton, Greenbrier
Dawn Petrovich, Hancock
Ralph Board, RESA V
Dee Cockrille, RESA II
Gabe Devono, RESA VII
Robin Lewis, RESA I

Teachers

Tammy Acord, Raleigh
Michele Adams, Berkeley
Cheryl Nelson, Pocahontas
Denise Stalnaker, Randolph
Michele Jackson, Wood

WVDE

Monica Beane
Michele Blatt
Linda Bragg
Robert Hagerman

Governor's Office

Hallie Mason
Chris Weikle

Higher Education Policy Commission (HEPC)

Corley Dennison

Principal

Elizabeth Moore, Kanawha

Benedum Foundation

James Denova

Educator Evaluation Task Force Members:

NAME	District/Organization
Simmons, Brad	Hardy County Schools
Andrews, Katrina	Ritchie County Schools
Bailey, Nikki	Logan County Schools
Beane, Dr. Monica	WVDE
Bilheimer, Dr. Dixie	WVCPD
Blatt, Michele	WVDE
Brady, Dr. Barb	WVDE
Bragg, Linda	WVDE
Brunett, Sam	Monongalia County Schools
Burch, Clayton	WVDE
Burch, Clinton	WVDE
Burge-Tetrick, Donna	WVDE
Campbell, Christine	AFTWV
Chapman, Deborah	Cabell County Schools
Cole, John	**
Collier, Frank	Randolph County Schools
Daniel, Dr. Cindy	Putnam County Schools
Danowski, Trent	WVDE
Dean, Dr. Martha	WVASA
Denova, Jim	Benedum Grant Foundation
Dober, Duane	Tyler County Schools
Dulee, Richard	Greenbrier County Schools
Evans, Edward	McDowell County Schools
Farris, Fred	Raleigh County Schools
Ferri, Debbie	Fayette County Schools
Gaudino, Dr. Ann	Ohio County Schools
Green, Jacob	WVDE
Green, Michael I.	WV State Board of Education
Hager, Hank	WV Senate Council to Education
Hamrick, Marie	Raleigh County Schools
Hersch, Jackie	Kanawha County Schools
Hicks, Rick	**

Hudnall, Sherri	WVDE
Hurt, Lynn	Wayne County Schools
Jackson, Lloyd G.	WV State Board of Education
Jenkins, Rosemary	AFT
Kelley, Mike	Kanawha County Schools
Lake, Dr. Jerry	Cabell County Schools
Lee, Dale	WVEA
Manchin, Gayle C	WV State Board of Education
Marino, Catherine	WVPE
Maxwell, Anita	WVEA
Miller, Christine	Marion County Schools
Miller, Stephanie	Hardy County Schools
Mohr, David	WV House Education Committee
Moles, Kenneth	Raleigh County Schools
Moser, Lisa	Tucker County Schools
Moye, Mary	Raleigh County Schools
Nelson, Terry	Randolph County Schools
O'Cull, Dr. Howard	WV Schoolboard Assoc.
Papadopoulos, Emily	WVCPD
Peduto, Donna	WV State Board of Education
Phillips, Cynthia	Kanawha County Schools
Plymale, Robert	WV Senate
Poling, Eileen	Tucker County Schools
Poling, Mary	WV House of Delegates
Redd, Wendy	Wood County Schools
Riley, Joseph W.	Pocahontas County Schools
Samples, Michelle	WVDE
Sauvageot, Teresa	Kanawha County Schools
Strawderman, Jennifer	Hardy County Schools
Surface, Libby	West Virginia Prof. Educators
Warren, Carla	WVCPD
Whitecotton, Barbara	Hardy County Schools
Williams, Leatha	WVDE

WV Commission for Professional Teaching Standards (WVCPTS)

Chair - Justin Whitford	High School Teacher
Fred Albert	Middle School Teacher
George Aulenbacher	Secondary Principal
W. Eddie Booten, NBCT	Middle School Teacher
Mary Sue Burns	High School Teacher
Teresa Eagle	Public Higher Education Representative
Beverly Kingery	Member, State Board of Education
Charlotte Judy	Special Education Teacher
Calandra Lockhart	Private Higher Education Representative
Elizabeth Moore	Elementary Principal
Kimberly Cook	Elementary School Teacher
MaryJane Albin Pope	County Superintendent
Karen Price	Layperson
Sheila Ruddle, NBCT	Middle School Teacher
Erin Sponaugle, NBCT	Elementary School Teacher 2014 WV Teacher of the Year
John Taylor	Public Higher Education Representative
Mary Ann Testerman	Career Technical Education Teacher
Thomas Tinder	Layperson
Nancy Walker	County Board Member
Justin Whitford	High School Teacher
Vacant	Elementary School Teacher
Vacant	Layperson
Monica Beane, NBCT	WVDE

Leadership Stakeholders:

Principal Preparation/Licensure

Dr. Monica Beane, WVDE
Robert Hagerman, WVDE
Senator Lloyd Jackson, WVBE
Dr. Teresa Eagle, Marshall University
Emily Papadopoulos, WVCPCD
Dr. Craig McClellan, Salem International University
Dr. Santina St. John, Concord University
Dr. Jeremy Vitek, Wheeling Jesuit University
Matt Turner, HEPC
Dr. Gypsy Denzine, WVU
Hank Hager, Education Committee, WV Senate

Principal Recruitment and Pipeline for High-Need Geographic Areas

Mary Catherine Funk, WVBE
Larry Malone, WV Governor's Office
Dr. William White, WVBE
Michelle Samples, OEPA
Doug Lambert, Superintendent, Pendleton
Nelson Spencer, Superintendent, McDowell
Kathy Hypes, RESA 7
Steve Roberts, WV Chamber of Commerce
Senator Dave Sybolt, WV Senate
Susan O'Brien, OEPA

Principal Professional Development

Michele Blatt, WVDE
Timothy Dove, CCSSO
Dr. Kathy Butler, HEPC
Mike Kelley, WVASA
Justin Whitford, WVCPTS
Dr. Dixie Billheimer, WVCPCD
Dr. Frank Devono, Monongalia County
Michael Martirano, State Superintendent
Sallie Dalton, Greenbrier County
Jack Bowman, Imagine WV Representative
Dr. Amelia Courts, WV Alliance for Education
Newt Thomas, Vision Shared
Julie Sayre, Principal, Kanawha County
Delegate Amanda Pasdon, WV House
Dr. Corley Dennison, HEPC
Natalie Webb, Monongalia County

Career Pathways and Aspiring Principals

Donna Peduto, WVBE
Courtney Rowland, NGA
Margaret Williamson, WVDE
Dave Mohr, House Education
Dale Lee, WVEA
Brad Simmons, Hardy County
Beth Stone, Mercer County
Trent Danowski, WVDE
Dr. James Denova, Benedum Foundation
Ms. Gail Adams, 2015 WV Teacher of the Year
Pat Getty, Benedum Foundation
Drew McClanahan, Kanawha County
Corey Dennison, Vision Shared
John Hudson, Boone County
Gayle Manchin, WVBE
Christine Campbell, WV AFT

Other Partners

Paul Hill, Chancellor, WVHEPC
Beverly Kingery, WVBE
L. Wade Linger, Jr., WVBE
Thomas W. Campbell, WVBE
Michael I. Green, WVBE
Tina H. Combs, WVBE

Reconnecting McDowell Partners

American Federation of Teachers
West Virginia Gov. Earl Ray Tomblin
Gayle Manchin, President of WVBE
AFL-CIO Housing Trust
AFT-West Virginia
Alliance for Excellent Education
Alpha Natural Resources
Appalachian Power
Arch Coal
AT&T
Benedum Foundation
Big Creek People in Action
Bluefield State College
BlueGreen Alliance
Bowles Rice McDavid Graff & Love
Building America Community Development
Enterprise
Catholic Charities West Virginia
Children's Home Society of West Virginia
Christian Community Development Association
Cisco Systems Inc
City of Welch, West Virginia
Coalition for Community Schools
College Board
Communications Workers of America
Concord University
Council of the Southern Mountains
Dolly Parton's Imagination Library
DonorsChoose.org
Education Alliance
Edvantia
Edwards Educational Services
Epsilen
FACES
First Book
Frontier Communications
Globaloria
Grace Bible Church
Harvard University – Advanced Leadership
Initiative
Highland Community Builders
Highmark West Virginia Inc.
Hope Community Development Corporation
Human Resource Development & Employment
Inc.
Human Resource Development Foundation
Huntington Area Food Bank
IBM Corp

Imagination Library
Improve Your Offer, Inc.
Joe Ford, Mayor of Iaeger
KaBOOM
Kellogg Company
Marshall University's June Harless Center for
Rural Educational Research & Development
McDowell County Board of Education
McDowell County Commission
McDowell County Commission on Aging
McDowell County Economic Development Authority
McDowell County Juvenile Drug Court
McDowell County Redevelopment Authority
Mountaineer ChallenNGe Academy
New River Community and Technical College
Ohio-West Virginia State YMCA
OMB, Office of Information & Regulatory
Patriot Coal Corp.
Pioneer Community Bank
Preston Scheffenacker Properties
Rahall Appalachian Transportation Institute
Reba Honaker, Mayor of Welch
Robert C. Byrd Center for Rural Health
Save the Children – U.S. Programs
SEIU 1199
Share Our Strength
Shentel Communications
Silver Lining
South Central AFL-CIO
Southern West Virginia Community and
Technical College
Southern Highlands Community Mental Health
Center
Stop the Hurt, Inc.
Tug River Health Association
United Food and Commercial Workers Union,
Local 400
United Mine Workers of America
U.S. Dept. of Agriculture
U.S. Dept. of Education
U.S. Rep. Nick Rahall
U.S. Sen. Joe Manchin
U.S. Sen. Jay Rockefeller
Vera Institute of Justice
Verizon
Vh1 Save the Music
Wastewater Treatment Coalition of McDowell
West Virginia AFL-CIO

Reconnecting McDowell Partners (Continued)

West Virginia Association of Student Councils
West Virginia Board of Education
West Virginia Bureau of Senior Services
West Virginia Center for Professional
Development
West Virginia Children’s Home Society
West Virginia Council for Community and
Technical Education
West Virginia Del. Clif Moore
West Virginia Del. Mary Poling
West Virginia Dept. of Commerce
West Virginia Dept. of Education
West Virginia Dept. of Education and the Arts
West Virginia Dept. of Health and Human
Resources
West Virginia Division of Homeland Security and
Emergency Management
West Virginia Education Association
West Virginia GEAR UP

West Virginia Higher Education Policy
Commission
West Virginia Homeland Security
West Virginia Housing Development Fund
West Virginia National Guard
West Virginia PTA
West Virginia School Boards Association
West Virginia Schools Service Personnel
Association
West Virginia Sen. H. Truman Chafin
West Virginia Sen. John Pat Fanning
West Virginia Sen. Robert Plymale
West Virginia State Police
West Virginia Supreme Court
West Virginia University
West Virginia University School of Journalism
Widmeyer Communications
World Wide Workshop Foundation
WV FREE
Youth Enrichment Service

WVDE Office of Educator Effectiveness and Licensure Dr. Monica Beane, NBCT, Executive Director	
WVDE Office of Educator Development Vacant, Manager	WVDE Office of Educator Licensure Robert Hagerman, Assistant Director
Lori Buchanan, Teacher Quality Coordinator Trent Danowski, Teacher Quality Coordinator Brad Fittro, Teacher Quality Coordinator	Linda Bragg, Teacher Quality Coordinator Teresa Epperley, Teacher Quality Coordinator Scottie Ford, Teacher Quality Coordinator Robert Mellace, Teacher Quality Coordinator Jodi Oliveto-Moore, Teacher Quality Coordinator Jonathan Blatt, Intern Tori Crist, Intern Madison Haymaker, Intern

Appendix B. Reconnecting McDowell – A Covenant of Commitment

Expanding opportunities for McDowell County children must be the driving force behind every activity of the Reconnecting McDowell partnership. To accomplish this, we must first work to enhance achievement and well-being for all McDowell County public school students and their families. This will require a well-rounded curriculum based on high standards, as well as the support and enrichment services students need. These academic and support services and programs must prepare McDowell County children to succeed in the 21st-century knowledge economy. We must rethink the education system and reinvigorate the community to overcome the impediments that are denying too many McDowell kids their right to a quality education that provides the skills, tools and knowledge they need to succeed in life.

We commit to challenge ourselves every day to put in place the plans that will enhance the well-being of McDowell County children and empower them to build a bright future in McDowell County or wherever their dreams take them. We commit to embrace flexibility, creativity, entrepreneurship, trust and risk-taking.

As members of the Reconnecting McDowell partnership, we know that McDowell kids can achieve. We also believe that the broader civic community can build its capacity to address local needs. We acknowledge the complex problems that confront McDowell County—poverty, economic decline, drug and alcohol abuse, housing shortages, limited medical services and inadequate access to technology and transportation. We refuse to see those challenges as reasons not to achieve; rather, we view them as opportunities for each of us to bring our particular expertise and capabilities to bear through mutually reinforcing activities that create change.

We understand that there are no simple solutions—no easy answers or quick fixes. Together, we are striving to meet these challenges, but we know we won't accomplish that in a day, a month, or even a year. We will find ways to measure our progress, and we believe that the changes we propose and implement must be judged by rigorous standards of accountability. We accept that this will be a long-term endeavor, and we commit to stay engaged until we have achieved our goals of building the support systems that students need and helping the residents of McDowell County to take charge of their desire for a better life ahead.

To reach those goals, we commit to working together along with parents, community members, educators, business leaders, foundations and other stakeholders to develop a multi-faceted plan of action that includes, but is not limited to:

- **Education.** This is the centerpiece of our effort. We aim to capture the aspirations of the community for enhanced learning opportunities. Our pledge is to

create a new reality of educational excellence—schools that will launch McDowell County children on a lifetime of achievement.

- **Services for students and their families.**

McDowell County's economic situation has produced an array of social and health-related problems, with only limited services available to address them. We commit to develop a plan for such services at public school sites and other accessible locations throughout the county.

- **Transportation, technology and other issues.**

Distances, limited roads, and mountainous terrain make isolation a fact of daily life in McDowell County. We will work to find new transportation alternatives, to expand broadband capacity and Internet adoption, and to improve cellular phone service—all of which will give members of the community, and particularly the county's young people, new access to recreational activities, online learning and other services.

- **Housing.** McDowell County's shortage of adequate housing is a barrier to recruiting the teachers needed to staff the county's classrooms. Lack of housing forces young people to look outside the county for places to live when they finish high school. We will marshal public, private and nonprofit group resources to expand McDowell County's housing opportunities.

- **Jobs and economic development.** Too many of McDowell County's young people must leave the county to find economic opportunity—and jobs. Any serious effort to improve the well-being of the county's children must include economic development.

- **The McDowell Community.** Going forward, we believe the most important partner in this effort is the McDowell County community—and we will continue to seek the input and guidance of community institutions and organizations, leaders from all elements of local life, parents, students and other residents. As we move ahead to develop plans and strategies, we are committed to making the McDowell County community part and parcel of all our efforts.

In sum, our pledge is to create a new reality, starting with our commitment to the children of McDowell County—to help their community build a new personal, institutional and programmatic infrastructure for success. And it is our promise to one another to work together to achieve that goal.



Reconnecting McDowell Initiative Framework

Reconnecting McDowell is a comprehensive, long-term effort *to make educational improvements in McDowell County as well as economic, healthcare and other social improvements to bring about a sustained and brighter future for all residents.* [Partners](#) from businesses, foundations, government, nonprofit agencies and labor have committed, in a signed [covenant](#), to seek solutions over a five-year period to McDowell’s complex problems—poverty, underperforming schools, drug and alcohol abuse, housing shortages, limited medical services, and inadequate access to technology and transportation. To ensure that this effort will continue over a long period and will be conducted in a transparent manner, Reconnecting McDowell formed a 501(c)(3) corporation.

Project Areas – The Reconnecting McDowell initiative has seven project areas, running simultaneously, to achieve its larger vision. These areas are:

- K-12 Instruction
- College & Career Pathways
- Early Childhood
- Health & Wraparound Services
- Housing & Transportation
- Jobs & Economy
- Technology

Each project area’s work is handled by a subcommittee that includes local and state stakeholders. Subcommittee meetings meet regularly to set goals and ensure these goals are met.

Subcommittee Goals and Activities Anticipated through March 2013

K-12 Instruction: High-quality instruction and student achievement in McDowell are hindered, in part, by the persistent shortage of certified teachers. The 2012-13 school year began with 29 vacancies and 21 teachers teaching outside their subject areas. As a result of the dearth of certified teachers, too many classes are staffed with a series of noncertified long-term substitutes and/or teachers teaching outside their subject areas; many courses (e.g., arts, advanced foreign language and advanced math courses) are not available on-site in the secondary schools (though some may be available online). When there is no substitute teacher available for a class, it is not uncommon for students to be dispersed to other classrooms or “warehoused” in other facilities within the school, such as the gym or the cafeteria.

Several factors contribute to the teacher shortage, including: 1) the physical isolation of McDowell County; 2) the difficulty in traveling to and within the county, given its topography; 3) insufficient and inadequate housing stock; 4) “raiding” of staff by nearby counties; 5) teachers’ desire to live close to where they work; and 6) the reputation of the district and the perceived and/or potential challenges of teaching in “hard-to-staff” districts and schools.

Goals:

- Create the conditions necessary to increase the number of certified, quality teachers hired by McDowell County schools.
- By 2017, all teaching positions in McDowell County will be filled by certified educators.

Upcoming Activities:

- Convene a teachers’ advisory group to identify and address the needs of their peers.
- Conduct professional development around Common Core State Standards.
- Use GED Centers to improve parenting skills in assisting student learning.

College & Career Pathways: McDowell County schools will tailor teaching, curriculum and learning supports to allow students to meet a progression of proficiency targets, by addressing individual learning profiles, personal talents, aspirations and needs, ultimately preparing students to successfully transition to and succeed in their selected postsecondary goals and educational programs.

Goal:

- Every student graduating from McDowell County schools will have mastered the applicable skill sets required to be college- and career-ready.

Upcoming Activities:

- Conduct professional development to help align the CURRENT curriculum to a college-prep program.
- Build upon McDowell’s Career and Technology Center, where middle school students partner with adults in career exploration.

Early Childhood: There is a need to develop programs and policies that address family literacy, quality and accountability of early childhood programs, transition supports at every level of early childhood education, and increased attendance and enrollment.

Goals:

- Support early literacy efforts for all parents and future parents in McDowell County.
- Accommodate all of McDowell County’s 3- and 4-year-olds in Head Start and preschool classes.
- Support and train early childhood educators in McDowell in effective early literacy instruction.

Upcoming Activities:

- Establish family reading centers at schools and community sites, through the partnership with First Book and a donation from Verizon.
- Train and provide support for families to help enhance children’s oral language by creating family literacy ministries in 20-50 churches.

Health & Wraparound Services: There is a need in McDowell County to implement a districtwide community-schools strategy. Community schools will focus on the whole child, addressing the academic, health, social and emotional needs of students and their families. Specific services, supports and opportunities available at individual community schools will vary, depending on needs.

Goal:

- Improve the health and well-being of children and families living in McDowell County by creating additional opportunities and venues for counseling, physical activities, academic supports and health-related services.

Upcoming Activities:

- Create/design community-schools strategy in partnership with community stakeholders.
- Conduct community needs assessment.
- Create community gardens with students and families.
- Organize community cooking classes.

Housing & Transportation:

Goals:

- Develop a Teacher Village housing complex to recruit and retain teachers.
- Improve transportation to and from McDowell, which is now very limited because of the mountainous terrain.

Upcoming Activities:

- Investigate locations for a Teacher Village that would house dozens of teachers and would provide a teacher training center and other amenities to attract teachers to the county.
- Conduct a land-use master plan for McDowell County.
- Conduct an up-to-date assessment of land use.
- Convene town meetings to gain buy-in for land-use plan.

Jobs & Economy: All students need to be aware of and have access to options once they complete their K-12 education. In places like McDowell, where the economy has suffered steadily over decades and unemployment is high, students must be given access to not only college-prep programs but also career and tech-ed opportunities.

Goal:

- Increase in the number of jobs in McDowell County.

Upcoming Activities:

- Develop and implement the Geographic Information System to help identify the best sites for businesses.
- Develop a business mentoring program for high school and middle school students.

Technology: In order to grow and learn, students, teachers and families in McDowell need the same connected environment that their peers have across the country and across the world.

Goal:

- All children and school staff in McDowell County will have uninterrupted, reliable, state-of-the-art access to the Internet in their schools and homes.

Upcoming Activities:

- While 10,000 homes now have access to broadband, all McDowell schools are set to be wired by 2013.
- Conduct professional development for teachers and administrators around technology in the classroom.
- Establish reliable interconnectivity for all schools, and provide Internet and cell phone access to the community.

Appendix C. WV Data Profile

Educator Equity Profile West Virginia 2011–12 Data

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

About this State				
Number of Schools <i>in each quartile</i>	758 <i>about 190</i>	Average Percent Students in Poverty ²		Average Percent Minority ³ Students
Number of Districts	57	All Schools	53%	All Schools
Total Student Enrollment	282,870	Highest Poverty Quartile Schools (HPQ)	74%	Highest Minority Quartile Schools (HMQ)
Total Number of Teachers ¹	20,036	Lowest Poverty Quartile Schools (LPQ)	38%	Lowest Minority Quartile Schools (LMQ)
				21%
				1%

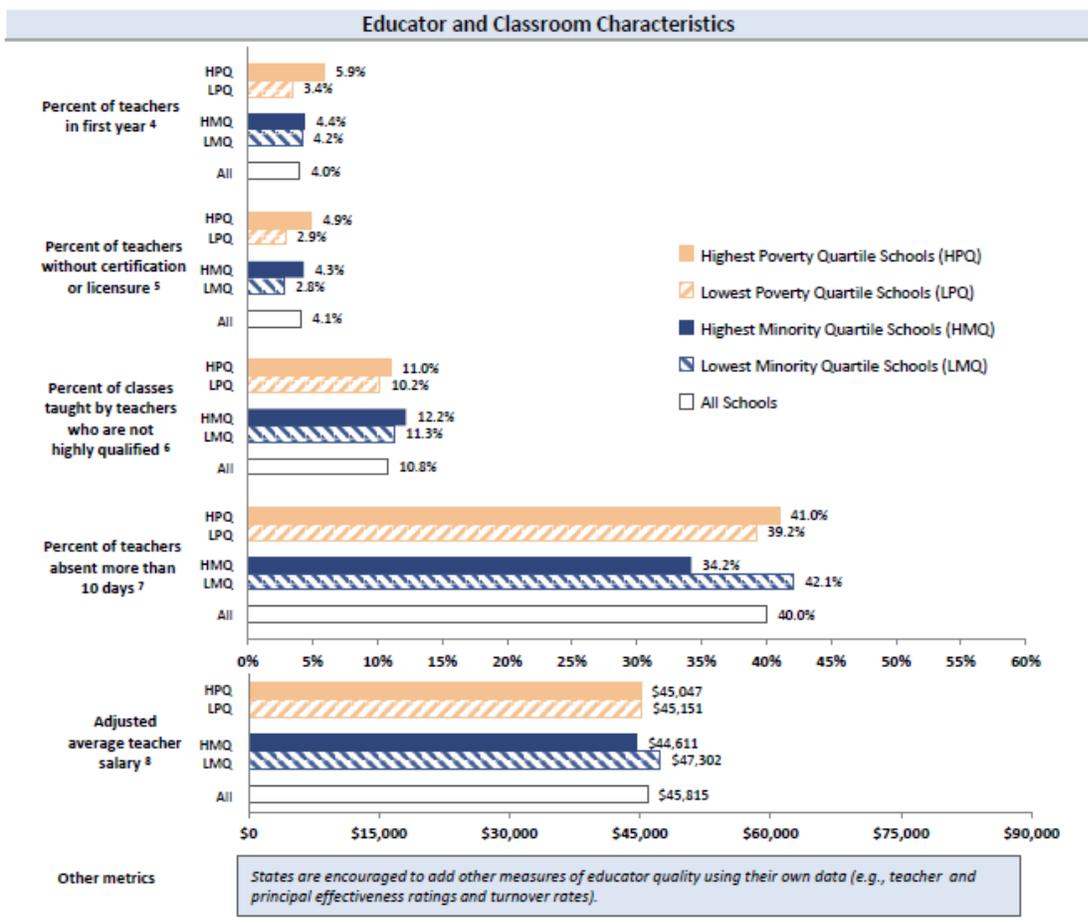


Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 5.9 percent of teachers were in their first year of teaching, compared to 3.4 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 4.4 percent of teachers were in their first year of teaching, compared to 4.2 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 4 percent were in their first year of teaching.

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

State's Highest Poverty Schools – by District and Locale

	Number of State's highest poverty schools	Total number of schools	Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
District							
Mercer County	16	26	3.4 ✓	1.9 ✓	9.0 ✓	31.4 ✓	\$47,208 ✓
Kanawha County	15	70	2.8 ✓	1.2 ✓	13.3	34.4 ✓	\$42,858
Institutional Ed. Programs	13	23	4.0	2.9 ✓	27.2	16.2 ✓	\$48,437 ✓
McDowell County	10	11	12.5	12.5	20.0	55.0	\$50,557 ✓
Mingo County	9	14	11.3	8.3	14.2	10.7 ✓	\$44,293
Cabell County	8	28	11.5	0.6 ✓	5.6 ✓	34.4 ✓	\$43,447
Lincoln County	7	10	1.9 ✓	5.8	27.6	40.8	\$42,213
Wayne County	7	21	3.1 ✓	1.6 ✓	13.8	50.6	\$35,591
Nicholas County	6	16	3.0 ✓	1.5 ✓	2.9 ✓	31.3 ✓	\$59,142 ✓
Wood County	6	28	5.5	0.0 ✓	6.3 ✓	70.3	\$33,969
Webster County	5	6	10.1	1.7 ✓	2.3 ✓	52.1	\$49,664 ✓
Greenbrier County	5	13	0.0 ✓	0.0 ✓	3.3 ✓	49.3	\$46,077 ✓
Fayette County	5	20	10.8	5.1	3.3 ✓	86.8	\$44,355
Braxton County	4	8	3.6	0.0 ✓	4.1 ✓	69.6	\$67,279 ✓
Hampshire County	4	10	8.1	2.3 ✓	4.0 ✓	12.2 ✓	\$27,520
Locale⁹							
City	29	86	6.0	2.0 ✓	10.6	45.9	\$41,073
Suburb	12	102	6.4	1.9 ✓	5.6 ✓	42.0	\$45,940 ✓
Town	32	141	4.5	8.2	9.9 ✓	33.3 ✓	\$42,821
Rural	108	429	6.4	5.3	12.2	41.8	\$47,028 ✓
For comparison							
State average for lowest poverty schools			3.4	2.9	10.2	39.2	\$45,151

How to read this table:

Among the State's highest poverty schools, 16 are located in Mercer County. In those schools, 3.4 percent of teachers were in their first year; this is equal to the percentage of teachers in their first year in the lowest poverty schools in the State (3.4 percent). Among the State's highest poverty schools, 29 are located in cities. In those schools, 6 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (3.4 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire State.

State's Highest Minority Schools – by District and Locale								
	Number of State's highest minority schools		Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools	
	highest minority schools	Total number of schools						
District								
Kanawha County	38	70	2.1 ✓	1.9 ✓	15.1	28.4 ✓	\$44,636	
Berkeley County	26	30	3.9 ✓	6.1	10.9 ✓	24.7 ✓	\$45,590	
Institutional Ed. Programs	18	23	3.5 ✓	6.5	31.9	18.9 ✓	\$49,335 ✓	
Jefferson County	13	16	4.8	8.0	17.8	33.5 ✓	\$29,016	
Cabell County	13	28	7.7	0.8 ✓	6.5 ✓	40.8 ✓	\$43,080	
Mercer County	12	26	5.2	1.3 ✓	9.4 ✓	36.0 ✓	\$48,419 ✓	
Raleigh County	10	30	4.7	9.1	14.4	12.6 ✓	\$51,500 ✓	
Monongalia County	9	21	3.5 ✓	1.5 ✓	6.3 ✓	45.0	\$48,962 ✓	
Ohio County	6	13	2.7 ✓	0.0 ✓	6.1 ✓	53.1	\$48,505 ✓	
Fayette County	6	20	8.6	12.8	20.5	68.5	\$46,537	
Marion County	5	21	4.2 ✓	0.6 ✓	4.0 ✓	10.1 ✓	\$43,780	
Hardy County	3	6	2.2 ✓	2.3 ✓	4.0 ✓	42.7	\$43,962	
McDowell County	3	11	15.3	16.3	25.2	60.1	\$52,416 ✓	
Harrison County	3	26	2.2 ✓	2.2 ✓	17.0	60.1	\$49,131 ✓	
Wood County	3	28	1.5 ✓	0.0 ✓	2.6 ✓	43.9	\$37,248	
Locale⁹								
City	56	86	4.2 ✓	2.9	11.7	34.1 ✓	\$45,189	
Suburb	29	102	4.0 ✓	2.8 ✓	10.6 ✓	41.5 ✓	\$45,585	
Town	46	141	4.7	4.4	11.8	33.8 ✓	\$45,493	
Rural	50	429	4.6	6.2	13.8	31.3 ✓	\$42,990	
For comparison								
State average for lowest minority schools			4.2	2.8	11.3	42.1	\$47,302	

How to read this table:

Among the State's highest minority schools, 38 are located in Kanawha County. In those schools, 2.1 percent of teachers were in their first year; this is lower than the percentage of teachers in their first year in the lowest minority schools in the State (4.2 percent). Among the State's highest minority schools, 56 are located in cities. In those schools, 4.2 percent of teachers were in their first year; this is equal to the percentage of teachers in their first year in the lowest minority schools in the State (4.2 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire State.

State and District Profile Definitions:

- ¹ **Total number of teachers:** The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.
- ² **Highest and lowest poverty schools:** "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. In West Virginia, the schools in the highest poverty quartile have more than 66 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the State; in West Virginia, these schools have less than 48 percent of students eligible for free or reduced-price lunch.
- ³ **Highest and lowest minority schools:** "Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. In West Virginia, the schools in the highest minority quartile have more than 10 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in West Virginia, these schools have less than 2 percent minority students. Note: There is no statutory or regulatory definition of "minority" in Title I of the Elementary and Secondary Education Act of 1965, as amended. The Department has created this definition of "minority" only for purposes of presenting data in this Educator Equity Profile, which is intended to improve transparency about educator equity in each State. In developing its educator equity plan, including analyzing resources for subpopulations of students, each State should exercise its own judgment as to whether this definition of "minority" is appropriate in describing the student racial and ethnic demographics in the State. For further information about developing a State definition of "minority" for the purpose of a State's educator equity plan, please see the document titled "State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions."
- ⁴ **First year teachers:** The number of FTE classroom teachers in their first year of teaching. The number of year(s) of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.
- ⁵ **Teachers without certification or licensure:** The total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate/license/endorsement issued by the State). A beginning teacher who has met the standard teacher education requirements is considered to meet State requirements even if he or she has not completed a State-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet State requirements. State requirements are determined by the State.
- ⁶ **Classes taught by teachers who are not highly qualified:** In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Classes taught by teachers who are not highly qualified are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- ⁷ **Teachers absent more than 10 days:** The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include administratively approved leave for professional development, field trips or other off-campus activities with students.
- ⁸ **Adjusted average teacher salary:** Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators. Adjusted salary data are not comparable across states.
- ⁹ **Locale:** Based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

Sources: Data for teachers in their first year, teachers without certification or licensure, teachers who were absent more than 10 days, and adjusted average teacher salary come from the 2011–12 Civil Rights Data Collection. Data for classes taught by highly qualified teachers come from 2011–12 EDFacts. Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale come from 2011–12 Common Core of Data school universe file. The Comparable Wage Index (CWI) for the 2012 fiscal year comes from http://bush.tamu.edu/research/faculty/Taylor_CWI/.

Appendix D: ARCC Collaboration with West Virginia



Our Work in West Virginia October 1, 2014–September 30, 2015

Building a Rigorous Early Learning Trajectory for College- and Career-Readiness (WV-01 Initiative)

The West Virginia Department of Education (WVDE) has requested technical assistance from the ARCC to articulate a statewide vision for what it means to be literate by third grade, including children’s social, emotional, and executive functioning. WVDE will work with the ARCC and other national, state, and local partners to determine processes and structures for measuring the Early Learning Advisory Committee logic-model outcomes. WVDE will also consult with national, state, and local literacy leaders to develop and disseminate technical assistance and resources for local literacy leaders to use to establish community grade-level reading campaigns. ARCC will assist WVDE in facilitating the Early Learning Advisory Committee’s Executive Team quarterly meetings and support Early Learning subcommittee team leaders in managing their work. The outcome sought is for WVDE to achieve improved staff interaction, collaboration, and communication across offices for preparing children for school, closing the reading achievement gap by third grade, and setting children on a course for college- and career-readiness.

Improving Teacher Preparation and In-service Programs (WV-02 Initiative)

The West Virginia Department of Education (WVDE) will work with the Professional Development Advisory Board to redesign West Virginia’s professional development system. WVDE has invited the ARCC to provide technical assistance in three areas: advise WVDE staff as they inform and engage stakeholders in the professional development system redesign; assist WVDE to develop a vision and plan for connecting improved student achievement with a high-quality educator career ladder; and help WVDE to design surveys and analyze results to determine the selection of a Teacher Performance Assessment (TPA) for West Virginia. ARCC will participate in the Professional Development Advisory Board’s Stakeholder Engagement Work Group and assist WVDE in facilitating stakeholder meetings. ARCC will also assist WVDE in identifying lessons learned from the professional learning redesign demonstration sites and disseminating this information statewide. ARCC will help facilitate, analyze, and apply the data from educator focus groups to gather feedback on the professional development redesign vision statement. Lastly, ARCC will partner with WVDE as its staff survey teacher preparation candidates and instructors in six pilot institutions of higher education to inform decision making about the selection of a TPA for West Virginia.

Initiatives of West Virginia State Board of Education (WV-03 Initiative)

The West Virginia State Board of Education (WVBE) has requested technical assistance from the ARCC to partner on several initiatives:

- 1) Assist in implementing four grants from the [National Association of State Boards of Education](#) (NASBE).
- 2) Partner to plan and facilitate continuing meetings of the Governor's Commission on District Governance and Administration and document the Commission's recommendations.
- 3) Explore a possible joint meeting of the Kentucky and Tennessee boards of education to discuss policies, practices, and common issues of concern, including policies/procedures/practices leading to strong student learning.
- 4) Explore with the Kentucky State Board of Education the policy making and implementation strategies employed when Kentucky improved student learning and increased student passage rates for Advanced Placement courses.
- 5) Work with the Tennessee and Kentucky state boards of education to explore improvements in teacher and principal training and self-evaluation processes.
- 6) Advise WVBE in its work with Imagine WV to plan and implement a new approach to preparing school principals to serve as instructional and learning leaders.
- 7) Explore and co-facilitate follow-up seminars on the WVBE self-evaluation.

Appendix E. NGA – Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy

National Governors Association Center for Best Practices Education Division Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy Statement of Intent

1. **State:** West Virginia
2. **Team Lead:** West Virginia Board of Education (WVBE), Donna Peduto and WVDE, Michele Blatt
3. **State Team/Steering Committee:** The committee will include representatives from the West Virginia Department of Education (WVDE), WVBE, West Virginia Center for Professional Development, National Association of State Boards of Education (NASBE), legislative leaders, the West Virginia Higher Education Policy Commission (HEPC), members of the principal and superintendent organizations, community members, and The Education Alliance representing business, and a representative from area philanthropies, i.e. Claude Worthington Benedum Foundation.
4. **Overview:**

West Virginia has many strengths, challenges, and opportunities in the area of school leadership. Strengths include the experience in the field of principals that stems from the innovation of several districts. These districts are implementing an aspiring principal program designed from the former state-led 21st Century Leadership Institute. These districts are selecting teachers who have the potential leadership traits and skills necessary to become future principals in our schools. Many of these districts have a comprehensive curriculum, which spans the course of a couple years to prepare teacher leaders to assume the role of principals. An additional strength is the new state superintendent, Dr. Michael J. Martirano, who has presented an entry plan with his vision for education in West Virginia. The importance of leadership at all levels is woven into all areas of this plan. Dr. Martirano's professional experience includes the principalship at all grade levels, as well as a proven track level of nurturing and building principal and teacher leaders.

The challenges faced by West Virginia are multi-faceted. One major challenge is the aging workforce among principals wherein a large percentage can retire within the next five years. The geography of West Virginia hinders many districts from finding highly skilled applicants for leadership and teaching positions. While a large number of teachers have administrative certificates and/or degrees, very few are willing to assume the increased responsibilities of the principalship. Their reluctance is brought about from a change in the responsibilities and roles of the principal due to state and federal reforms, which have set higher expectations for students and placed new demands on leaders.

Building upon existing strengths and recognizing the challenges faced, has enabled the Governors' Office and the WVBE, along with community partners, to realize the importance of effective leadership and how it must change to meet the needs of the state to move into the future. The transformation of school leaders aligns closely to the work of the WVBE with re-imagining the teacher preparation programs. The refresh of the Interstate School Leaders Licensure Consortium (ISLLC) standards is another timely and closely aligned initiative as it provides the

chance to revise state leadership standards with the ISLLC standards in order to transform leadership in West Virginia.

The WVBE recently signed a resolution to support and adopt the recommendations contained in the white paper developed by *Imagine WV* entitled “Recommendations for Transforming School Leadership in West Virginia”, which outlines the need for change and the importance of working to improve the pipeline of highly effective principals. *Imagine WV* provides five recommendations, which include:

1. Redesign the role of principal from building manager to instructional leader.
2. Redesign principal preparation programs in West Virginia’s Institutions of higher education.
3. Establish WVBE authority, or appoint an independent authority to screen and approve applicants to principal preparation programs.
4. Redesign the salary schedule for school administrators.
5. Adopt a clearly define career ladder for teachers.

Utilizing the above recommendations as a springboard, West Virginia will develop an aggressive timeline and comprehensive action plan for implementing change. A national consultant, Jackie Wilson, in collaboration with the National Governor's Association (NGA) and our Effective School Leader stakeholder committee, will lead this work. The “NGA Tool” will be used as a guide to expand upon our strengths and opportunities while overcoming our challenges.

Another very important and timely advantage to note is WVBE’s partnership with NASBE. We are the recipients of a NASBE State Stipend for *Building Strong Principalships through State Policy*. The proposal seeks to build the capacity of school leaders to expand their role as the instructional leader to ensure deeper learning and create a student-centered learning environment. The project objectives of this grant align closely to the objectives of this NGA proposal: *To build the capacity for the WVBE to develop policymaking that will promote deeper learning and college and career readiness in all students; To build the capacity for the WVBE to develop policy making and governance protocols to strengthen the role of the school administrator; To provide policy that ensures coherence in principal preparation, professional learning, development, using policy as a lever for change; To build the awareness of the WVBE of how to provide the structures to facilitate the development of true instructional leaders.*

5. Project Goal(s):

- Convene a committee, with support from the Governor’s Office, to develop and implement a plan for improving one or more areas of state policy and practice focused on school principals. The committee will include representatives from the West Virginia Department of Education (WVDE), WVBE, West Virginia Center for Professional Development, NASBE, legislative leaders, the HEPC, members of the principal and superintendent organizations, community members, and The Education Alliance representing business, and a representative from area philanthropies, i.e. Claude Worthington Benedum Foundation. The NGA and NASBE will provide support and assistance in both the development and implementation plan. This goal will be accomplished by inviting representatives from the above organizations to become members of the West Virginia Effective School Leaders Stakeholder Group. The formation of this group would allow us to leverage the expertise and practical experience of a wide variety of stakeholders. This will develop buy-in for the transformative action steps as well as allow us to sustain beyond the timeline of this proposal.
- Use the “NGA Tool to Support States in Improving Policy Focused on School Principals” as a guide to establish a state vision focused on school principals, as well as review current data, policy, and practice across the state in the area of school principals. Utilize the NGA Tool

within the West Virginia Effective School Leaders Stakeholder Group meetings, in order to revisit current principal policies and work toward an enhanced version of a state principal policy system that recruits, trains, develops and supports school leaders in a coordinated way and at scale. The NGA Tool will also address the recommendations of the *Imagine WV* document through the utilization of data, policy and practice as well as build on the lessons learning from the NASBE state stipend process

- Use the “NGA Tool to Support States in Improving Policy Focused on School Principals” to identify areas of need around school principal policy and practice, identify key leverage points for change, and develop a action plan for implementing change.
 - With the assistance of NGA and NASBE, use the NGA Tool to review current policy in order to identify areas of need around policy and practice that will be utilized in our action plan for implementing change.
 - Legislative leaders will collaborate with the WVBE/WVDE to revise policy as needed and develop an action plan for implementing the changes.
 - National consultant will also be able to utilize data from the collection of the NGA Tool in order to assist stakeholder group in aligning West Virginia Leadership Standards with the national ISLLC standards.
- The team will leverage the “NGA Scope of Services” in the following areas:
 - A review of current data, policy, and practices across the state in the area of school principals.
 - Support for the development of an action plan to address one or more areas of policy and practice related to school principals.
 - Collaborate on support meeting agendas, development of meeting facilitation, and assemble meeting summary notes and next steps.
 - Provide examples of legislation from other states.

6. Budget and Timeline November 2014-June 2015

Work with National Consultant Jackie Wilson (3 days)	Nov/Dec 2014	\$4,500
Travel for Consultant (3 days)	Nov/Dec	\$1,500
Work Group Meetings (4 days) with a focus on the NGA Tool and policy/code revisions. (NGA facilitates two of the work group meetings.)	Nov/Dec	\$800
Create Legislative Agenda (Career Ladder, alternate programs, and timeline for transforming leadership preparation.)	Nov/Dec	
Work with Governor’s Office/NGA/NASBE to develop action plan.	Dec/Jan	
***Convene School Leadership Effectiveness Group (3 days)	Jan/May	\$7,200
Meet with legislative leaders to discuss action plan.	Feb/March	
Subgroups continue working on specific elements (i.e., Career Ladder, institutions of higher education (IHE) preparation programs, alternative programs, and ISLLC alignment.)	Jan-April	
Initial Meeting with IHE Deans of Leadership Preparation Programs	March/April	\$500
Initial Meeting with HEPC and College Presidents	March/April	\$500
Present revised policies to the WVBE for approval.	April/June	

IHE action plan including timelines for program re-design utilizing the Leadership Preparation Standards.	April/June	
Finalize Implementation Plan	June 2015	

***The task below will be completed by the Work Group and School Leader Effectiveness Group.

Provide feedback to action plans from work groups.

Review policy revisions.

Consider proposed steps to make the principal the instructional leader.

Design a new selection process for principal candidates.

Review alternative preparation programs and Career Ladders for teachers.

Refresh West Virginia standards to align with 2014 ISLLC Standards.

Appendix F. *Imagine West Virginia* Report

Imagine West Virginia

Recommendations for Transforming School Leadership in West Virginia

There are no good schools in our country without a great principal. It isn't just a cliché. It just doesn't exist.
Arne Duncan, U.S. Secretary of Education

The Current Status of the Principalship

The need to improve school leadership in West Virginia is a long-standing concern. The Education Efficiency Audit of January 3, 2012 noted that West Virginia ranks high among the states on a per-pupil expenditure basis based on the percentage of per capita income, reflecting the state's concern over the necessity for providing quality education. As the report stated, "West Virginia, unlike most similarly poor states, cannot be said to stint on education spending." *Education Efficiency Audit of West Virginia's Primary and Secondary Education System (2012) Public Works LLC.* Sadly, however, the audit goes on to say, "Unfortunately, this considerable commitment of funds has not equated to a high level of achievement. West Virginia students score below the national average on 21 of the 24 indicators of student performance as reported by the National Assessment of educational Progress."

There is, then, a deep and longstanding concern about the failings of our state's system of education. Indeed, this concern was the impetus for state to launch the above-cited Education Efficiency Audit of West Virginia's Education System. Based on this Audit and its recommendations, and based on its own studies and knowledge of our state's education system the West Virginia Board of Education (WVBE) is undertaking a number of bold steps to improve teacher quality, primarily in the areas of teacher preparation and professional development of practicing teachers.

Recommendations for Transforming School Leadership

In our July 18 meeting in Charleston the board authorized an inquiry into the topic of school leadership, with the recognition that the school principal has a unique opportunity to affect quality teaching. My report to the board following that meeting called for a new role and new standards for the position, high-quality training, and investigation of policies that impede or support reform of school leadership. *Imagine West Virginia Education Study: A Report on the need to Improve Leadership in West Virginia Schools, September 2013.* The thought was that these reforms are entirely complementary of the efforts of the WVBE to improve teacher quality.

Following my report the board commissioned a study from ICF International to investigate the best practices in school leadership. *Transforming the School Principalship: A Framework of Promising Practices and Bold Actions (December 2013) ICF International.* This report proposed new professional expanded standards, a professional standards board, advanced specializations, paid

internships for new principals, customized continuing education, and shared leadership as an opportunity to cultivate new leaders. A central theme of the ICF report is a shift in the role of principal from building manager to instructional leader or coach, someone who has a deep understanding of how students learn and how to encourage teachers to improve their performance and, accordingly, improve the academic outcome of their students.

These concepts are not exactly new to West Virginia but mirror the work of two earlier West Virginia studies:

- *The Master Plan for Improving Leadership in West Virginia Schools*, West Virginia Collaborative for Leadership Development and Support (2009).
- *West Virginia Educator Advancement Task Force Report* (2008).

Based on these various studies, a national review of effective practices elsewhere, and suggestions developed by numerous authors on the subject of education, I believe IWV can offer five key recommendations for transforming school leadership to the WVBE:

RECOMMENDATION 1: Redesign the role of the principal from building manager to instructional leader.

Learning and student achievement improve in schools where the principal is an instructional leader.

M. Christine DeVita, President of The Wallace Foundation, put it best at a national conference in 2009: “A good principal is the single most important determinant of whether a school can attract and retain high-quality teachers. The principal is also uniquely positioned to ensure that excellent teaching spreads beyond isolated classrooms in his or her building. The bottom line is that investments in good principals are a particularly cost-effective way to improve teaching and learning.” DeVita, M.C., “**Four Big Lessons from a Decade of Work**,” *Education Leadership: An Agenda for School Improvement*, The Wallace Foundation’s National Conference (October 14, 2009).

Other studies mirror this belief:

“While there are many sources of leadership in schools, principals remain the central source.” Louis, K.S., Wahlstrom, K.L., Leithwood, K., and Anderson, S. *Learning from Leadership: Investigating the Links to Improved Student Learning* (2010) Center for Applied Research and Educational Improvement: University of Minnesota; Ontario Institute for Studies in Education: University of Toronto 54.

“Leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning....” Leithwood, K.A., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004) *How Leadership Influences Student Learning*. Center for Applied Research and Educational Improvement: University of Minnesota; Ontario Institute for Studies in Education: University of Toronto 3.

“The difference between a good principal and a mediocre one is nearly as big as that between great and poor teachers; and a principal’s effect is on hundreds of students, instead of a few dozen. Principals are profoundly important. They matter a lot.” Shyamalan, M. Night (2013) *I got Schooled*. New York, Simon & Schuster 116.

“There is compelling evidence that the best predictor of improved learning is a highly qualified teacher in the classroom . . . However, as important as effective teachers are to their students, school improvement is dependent on school leadership. Principals can nurture or stifle good teaching.” *Education Leadership Reform*, a document drafted by Donna Peduto, Director of Operations for the West Virginia School Board and Sharon Harsh of the Appalachian Regional Comprehensive Center.

West Virginia must establish and implement clear requirements and expectations regarding the principal’s role as instructional leader.

Previous state superintendents promoted the concept of the principal as an instructional leader; however, in spite of professional development and task force efforts the role of the principal was not converted nor did the focus on instructional leadership become embedded into practice

Sadly, however, studies have revealed that principals spend as little as one-third of their time each day on instructional matters, bogged down by lunch menus, bus schedules and other “administrivia.” Turnbull, B.J., Haslam, M.B., Arcaira, E.R., Riley D.L., Sincleir, B., & Coleman, S., *Evaluation of the School Administration Manager Project (2009) The Wallace Foundation*. Another study suggests even less time spent on instructional leadership. “After a century of giving lip service to the idea that principals should be primarily responsible for instruction, it remains the activity that sucks up the fewest number of hours of every administrator. After all the testing and interviews and meetings, a typical urban principal spends *less than 20 percent* of the workday on instruction. On the other hand, the principals in the top systems around the world surveyed by McKinsey and Company spend *80 percent* of the school day on improving instruction, most of it in the place instruction occurs: the classroom.” [Emphasis in original.] Shyamalan, M. Night 2013. *I got Schooled*. New York, Simon & Schuster 121, citing Elmore, R.F. 2000 *Building a New Structure for School Leadership*. Washington, D.C.: Albert Shanker Institute.

Based on the above, it is clear that the primary responsibility of a principal should be the quality of teaching in his or her school. Indeed, the Louis study was quite precise on this issue: “In order for principals to devote more time and attention to the improvement of instruction, their jobs will need to be substantially redesigned. In many schools this will require the creation of other support roles with responsibility for managing the important tasks only indirectly related to instruction. The gap between how principals spend their time and what they are being encouraged to do has persisted for at least a half century. By now it should be obvious that structural changes in the work of school leaders are a pre-condition for the emergence of this significant change: cajoling, demanding, advocating, explaining, and wishful thinking—typical strategies used to date—just will not do it. Differentiated administrative staffing—with different administrators assigned to managerial and academic roles—is one example of changes that merit exploration.” Louis, et al. (2010) 103.

While the principal may retain final responsibility for all operational aspects of the school, the principal should be able to delegate to an assistant principal or to some other

designated individual or group of individuals all non-instructional tasks. The assistant principal or team should meet regularly with the principal to help him or her schedule more instructional leadership time, reflect on whether changes in time allocations are affecting instruction as intended, and designate other school employees to take on non-instructional tasks that the principal need not handle.

James V. Denova, Vice President of the Benedum Foundation said in the Fall 2013 issue of *Views & Visions*, a publication of the Law Firm of Bowles Rice LLP:

More than ever, principals must shift their attention from building management to instructional leadership. Instructional leaders should be prepared to spend more time with their teachers and students, become better “diagnosticians” when it comes to identifying what teachers need, and be able to vet the range of professional development offerings and match them to their teachers’ unique needs . . . The shift from building manager to instructional leader cannot be accomplished by merely adding responsibilities to the principal. Educational systems need to look at new, shared leadership structures that engage master teachers, teacher teams, and new administrators who can relieve the principal of operational responsibilities.

W. Va. Code § 18A-2-9, “*Duties and responsibilities of school principals; assistant principals*” states that “the county board of education shall employ and assign, through written contract, public school principals who shall **supervise the management and the operation of the school or schools to which they are assigned.**” That section goes on to state: “Under the supervision of the superintendent and in accordance with the rules and regulations of the county board of education, the principal shall **assume administrative and instructional supervisory responsibility** for the planning, management, operation and evaluation of the total educational program of the school or schools to which he is assigned.” (Emphasis added.) (Interestingly, Code § 18-1-1(g) specifically includes the principal in the definition of “teacher.”)

Arguably, then, the authority for the principal to serve as instructional leader with the assistant principal managing the non-instructional aspects of the school operation is already in place in the West Virginia Code and no action by the legislature would be necessary to make this change.

(It is true that our Supreme Court said, in *Holmes v. Bd. of Educ. of Berkeley County*, 206 W.Va. 534, 538; 526 S.E.2d 310, 314 (1999): “W.Va. Code § 18A-2-9 is intended to restrict principals to the performance of administrative tasks, prohibiting them from assuming teaching tasks, during the regular school day.” However, a careful reading of that case makes it clear that the court was referring to the full-time assignment of a principal to the classroom.”)

That said, as the ICF International study recommended, W.Va. Code Chapters 18 and 18A and any policy statements based thereon should be “studied to determine inconsistencies in responsibilities and expectations placed on school principals.”

Principals demonstrate effective instructional leadership practices when they:

- Lead with a clear, high-profile focus on learning and teaching grounded in high expectations and goals;
- Model learning for teachers and students;
- Communicate high expectations for student achievement to teachers and stakeholders;
- Challenge teachers to deeply reflect on, define and deliver the knowledge, skills and concepts essential for ensuring every student graduates from high school globally competitive, ready for college and career, and prepared for a productive life in the 21st Century;
- Monitor effectiveness of instructional programs at the student, group and programmatic level; and
- Monitor the efficient use of funds for student learning that produce effective results.

Therefore, whatever standards are adopted for West Virginia’s principals must serve as:

- a framework for understanding the many complex elements of a principal’s work to help them focus on the most important aspect of their job – teacher coaching;
- a road map for the ongoing professional growth and effectiveness of the state’s principals from career entry (required training for new principals) through career exit; and
- a basis for which support for new principals can be individualized based on demonstrated performance in particular standards and indicators.

RECOMMENDATION 2: Redesign principal preparation programs in West Virginia’s institutions of higher education to align with the role of instructional leader and incorporate a strong clinical foundation.

Transforming the school leadership will require the WVBE to adopt more stringent program approval criteria based on the new role and program elements of a rigorous clinical preparation program.

The ICF study reported: “Mid-continent Research for Education and Learning conducted a meta-analysis of 69 studies and found a direct correlation between the principal’s leadership behavior and student achievement. The study revealed that an improvement of one standard deviation in the leadership skills of an average principal yields a 10 percentile point increase in student achievement in an average school. Additionally, the study identified 21 leadership behaviors that contribute significantly to student achievement. The knowledge and skills identified in these studies should be incorporated into the professional standards for school principals.”

Further, the ICF study’s review of principal licensure in all fifty states found that “(1) licenses do not reflect a learning focus; (2) licensing requirements are unbalanced across states and misaligned with expectations for school leaders; and (3) licenses should form a foundation for school leadership development.” As a result, the study suggests “the state needs to implement

a new licensure program that develops the knowledge and skills principals need to guide teaching, learning, and improved performance.” Earlier, the 2009 report commissioned by the WVBE, *Recommendations for Improving Leadership in West Virginia Schools*, specifically recommended the replacement of the current licensure examination, the Praxis, and an examination of the professional development needs of non-practicing holders of Principal Certificates.

The ICF study cites a number of programs of principal education throughout the country which the WVBE could study to develop a program of principal education and licensure for West Virginia which would enable the principal to become the true educational leader of the school

According to the 2009 report West Virginia has five institutions with programs in school leadership: Salem International University, Marshall University, Concord University, West Virginia University, and American Public University. Of these, only CU, MU and WVU undergo accreditation with the National Council for Accreditation of Teacher Education (NCATE). The remaining two receive program accreditation through the state Department of Education. All West Virginia institutions offering school leadership programs should be accredited with NCATE.

The WVBE’s 2009 report recommended that the state offer full-year structured internships for candidates in school administration that requires interns to commit to work in the state for a certain period of time after receiving the training. The internship recommendation was endorsed by the ICF study as well. Indeed, several of the best practices cited in the ICF report require residencies and coaching. Neither the current coursework intensive Master of Administration degree program nor other courses of professional development for principals available in West Virginia is capable of providing the training adequate to enable principals to fulfill the role of instructional leader. These programs should be replaced by a new practice-oriented program.

With regard to the assistant principal, Code § 18A-2-9 states: “Upon recommendation of the county superintendent of schools, the county board of education shall, when needed, employ and assign, through written contract, assistant principals who shall work under the direction of the school principal. Such assistant principals shall hold valid administrative certificates appropriate for their assignments.”

Moreover, Code § 18A-3-1(a), “Teacher preparation programs; program approval and standards; authority to issue teaching certificates,” states: “The education of professional educators in the state is under the general direction and control of the State Board” Thus, it seems clear that the WVBE can require universities, in order to maintain state accreditation as institutions authorized to grant masters degrees in school administration, to demonstrate within a reasonable time, that they can produce principals who are capable of becoming fully effective instructional leaders.

The WVBE will have to consider whether to create an independent Standards Board for School Administration (SBSA) that is not merely advisory but has full authority to establish and enforce standards. This board should require universities, in order to maintain state accreditation

as institutions authorized to grant degrees related to principal education, to demonstrate within a reasonable time that they can produce principals who are capable of becoming fully effective instructional leaders. This should require accreditation with NCATE as well as compliance with the standards established by the SBSA.

Inasmuch as the Educator’s Professional Standards Board was created by the legislature in WV Code §§ 8A-3B-1-3, the establishment of an independent SBSA would also likely require legislation. The WVBA might consider whether the Educator’s Professional Standards Board created by the legislature could also serve as the independent SBSA. Certainly, the language of §§ 18A-3B-2 & 3 is broad enough to encompass the concept of a standards board for school administration. That said, however, I believe the whole idea of the initiative we are engaged in to substantially change the role of school leadership is important enough that a separate independent Standards Board for School Administration would be preferable and justifiable.

Moreover, as Sharon Harsh has pointed out, “the Educator’s Professional Standards Board appears to have more advisory than governing authority. To create and implement a robust instructional role under the current system, the state would spend an inordinate amount of time in grievance hearings defending its actions,” grievances filed by principals who are threatened by the new role or feel that it would be inordinately burdensome to them. Ms. Harsh suggests any standards board for principals should be “an independent board with the single authority over training, continuing education and licensure.” **Email from Sharon Harsh to Jack Bowman, 3/20/14.**

Since Code § 18A-3-1(a) places the education of professional educators in the state “under the general direction and control of the State Board,” no legislation should be necessary for the WVBE to redesign principal training programs, although an Independent Standards Board for School Administration would likely require legislation

RECOMMENDATION 3: Establish WVBE, or an independent authority established by the Board, with the authority to screen and approve applicants to principal preparation programs.

Transforming school administration should include a well-designed process for selecting and approving applicants. Applicants should be screened by a committee of the WVBE based on selective criteria established by the Board. Successful completion of an approved program, assessment of competencies, and licensure would follow a similar Board approval process.

Selective enrollment requirements and a rigorous approval process for principal candidates have been adopted by several best practice school systems cited in the ICF report. Also a performance-based assessment, centered on student achievement and leadership skills, was recommended as a requirement for licensure in the WVBE’s 2009 report.

The ICF report noted that too many university-based principal training programs accept nearly everyone who applies. The report recommends that training programs require input from the local school district and carefully review a candidate’s leadership competence or ability to work well with teachers.

West Virginia needs a practice-intensive, imbedded principal training program like, for example, Chicago’s intensive one-year program. There, among other things, admission into the program is based to some degree on where openings are likely to occur. The WVBE should focus on using the National Board Certification process to develop a statewide program for screening applicants for a principal-training program. The program could perhaps reimburse tuition based on the most talented individuals and the availability of openings. Like the Chicago program, there should be no reimbursement for getting a degree for which there is no opening but the program should be left open to teachers willing to pay their own way where there is no opening but they want to qualify anyway.

While discussion thus far has focused on principals, superintendent training should be part of the whole concept. Without having undergone principal/instructional leader training themselves, superintendents would not be adequately equipped to select applicants for principalships.

As with the redesign of principal training programs, since Code § 18A-3-1(a) places the education of professional educators in the state “under the general direction and control of the State Board,” no legislation should be necessary for the WVBE to establish a screening program for applicants for principal training programs.

RECOMMENDATION 4: Redesign the salary schedule for school administrators.

Salary adjustment for successful completion of an approved principal preparation program should be conferred when the program participant assumes the position, not when he or she receives the credential.

At this time approximately 2,500 educators have earned Principal Certificates, which entitles them to a \$2,500 annual salary adjustment. However, there are fewer than seven hundred principal positions in West Virginia. Clearly (and understandably) many West Virginia teachers seek administrative credentials for the salary increase without any intention of holding a principal position. (There is, in fact, reason to believe that one of the reasons so many teachers pursue a principal certificate instead of pursuing advanced degrees in their area of expertise is that it is simply easier to acquire a principal’s certificate than it is to secure an advanced degree in most specific fields of study.) As a result West Virginia is investing considerable resources in training and compensation for positions that do not exist.

The WVBE should eliminate the current policy of providing a pay increase to any teacher who obtains a Principal Certificate, at least unless and until that individual is employed in an administrative capacity. And the new “Principal Certificate,” by whatever title it is known, will have been earned under the redesigned principal preparation program centered around a rigorous clinical preparation course of study, for which the students have been carefully screened and selected. (Those who currently have the certificate will, of course, be “grandfathered in.”) The savings incurred by no longer automatically granting a pay increase to a holder of a principal certificate who is not in an administrative position can be applied to enhanced professional development for in-service principals.

At the same time teachers who earn advanced degrees in their fields of expertise should continue to receive the requisite pay increase. With no automatic pay increase coming from

simply earning a principal certificate (unless the holder of the certificate holds an administrative position), teachers will be encouraged to pursue additional study in their fields of expertise in order to secure a pay increase and become better teachers.

RECOMMENDATION 5: Adopt a career ladder for teachers; one that clearly articulates advance instructional roles and credentials, accompanying clinically-based graduate level training for each advanced credential, and corresponding salary adjustments for various clinical positions.

One attractive possibility is the creation of the position of “master teacher” or “teacher leader,” where good teachers are trained and assigned the additional role of assisting other teachers. These teacher leaders would be paid extra for performing this role.

This concept has a number of attractive attributes:

- Teacher Leaders would not have any administrative duties and would not become school leaders in any sense except in the area of teaching;
- The concept would permit the identifying of good teachers and helping them become mentors of teachers who need help;
- The concept would permit the use of the best form of professional development, which is school-level collaboration by the best teachers with struggling teachers;
- Creation of the Teacher Leader position would allow us to avoid taking the best teachers out of the classroom to become principals but would allow them to “keep one leg in the classroom” while also helping other teachers; and
- The Teacher Leader position would permit good teachers who do not want to leave the classroom and become principals to obtain a salary boost while also keeping them with students.
- The concept could help avoid the problem created by teachers who move into principalships because they are not good teachers and are fleeing the classroom.

West Virginia already has a teacher leader credential but not many teachers have pursued it, most likely because it has no real value in our current system, i.e., there is currently no salary increase provided for the position. (David Mohr, Senior Policy Analyst for the Education Committee of the House of Delegates, calls it a “self-selected credential with no money attached to it.”) These advanced credentials are recommended to the WVBE by the WV Department of Education. Once the credentials are approved by the WVBE the State Department of Education is permitted to issue the Advanced Credential to eligible applicants. West Virginia’s credentials are found in CSR 126-134, Minimum Requirements for Licensure, etc., State Board Policy 5202.

Section 24, Advanced Credentials, includes these credentials:

- 24.4.3. Mentor Teacher
- 24.4.4. Master Mentor Teacher
- 24.4.11. Teacher Leadership for Building School and Community Culture
- 24.4.12. Teacher Leadership for Student Learning, and
- 24.4.13. Teacher Leadership for Professional Learning.

The rule states that the Mentor Teacher and the Master Mentor Teacher serve as “member[s] of the professional support team defined in W. Va. Code §18A-3-2b, designed to support teachers new to the profession.” Nothing similar is said about the Teacher Leadership positions.

Other state policies refer to school leadership:

- Policy 5500.03, Qualities, Proficiencies & Leadership Skills for Principals.
- Policy 5899, Beginning Principal Internships. This policy establishes a Beginning Principal Internship for every person hired for the first time as an assistant principal, principal, or vocational administrator after July 1, 1995.
- Principal 5800, Standards of Professional Practice for WV Superintendents, Principals and Teacher Leaders. Section 5 deals with principals and section 6 deals with teacher leaders.

Institutions of higher education in West Virginia have not developed graduate programs for these positions. If we are serious about “fleshing out” these roles the WVBE may want to develop programs designed specifically to align with these particular positions. Since the positions already exist in state rules, the WVBE should have the authority to establish the standards for these programs without the need for legislative action.

The University of Southern Maine, in Portland, offers a professional educator degree, featuring courses in advanced teaching practice and including both online and face-to-face components. A review of U.S. education schools by *Education Week* identified more than 60 such programs. In 2012 the primarily distance-education-oriented University of Phoenix had more than 1,000 students in its teacher-leadership master’s program, which was launched in 2008.

On March 3 of this year the Governor of Iowa, along with the state’s Lt. Governor and Department of Education Director, announced that thirty-nine Iowa school districts have been selected to launch teacher leadership systems under a statewide education reform plan approved last year by the Iowa Legislature. The announcement said having teachers take on leadership roles to improve instruction and raise student achievement is “the centerpiece of Iowa’s landmark 2013 education reform package.” The new system, the announcement continued, “will allow teachers to work in greater collaboration with colleagues and learn from each other instead

of operating largely in isolation in their classrooms.” Iowa’s 19-member Commission on Teacher Leadership and Compensation selected the first thirty-nine school districts for implementation of the new plan.

The Iowa state code sets out the following positions, along with requirements to hold the positions and the salary adjustments:

- Initial Teacher - minimum salary of \$33,500. Must complete a year “residency” that includes intensive supervision by mentor or lead teachers, 5 additional contract days, and frequent observation and evaluation.
- Career Teacher - has completed the initial teacher phase.
- Model Teacher - meets requirements of career teacher, 5 additional contract days, \$2,000 additional salary supplement.
- Mentor Teacher - 75% teaching load, 15 additional contract days, \$5,000 additional salary supplement.
- Lead Teacher - 50% teaching load, 10 additional contract days, \$10,000 additional salary supplement. Lead teachers take on a leadership role to mentor and provide professional development, peer reviews, co-teaching/planning, and observation of other teachers.

If we want to develop a system where teacher leaders (whether designated as such or as “mentor teachers” or “master teachers”) are recognized to fulfill certain tasks at the classroom level and are compensated differently for doing it, a system of this sort deserves investigation.

The WVBE could establish special training and salary adjustments for these advanced teaching positions as an alternative incentive career ladder for teachers who want to advance their careers but not leave the classroom. And this program could be coupled with an alternative professional development program for teachers who truly want to become principals.

I would be remiss if I were to fail to acknowledge the invaluable assistance provided in developing this report by Jim Denova, Vice President of the Benedum Foundation, Sharon Harsh of the Appalachian Regional Comprehensive Center and Donna Peduto, Director of Operations of the West Virginia Board of Education.

Appendix G. Sample District WV SIPP (Mentoring/Induction Plan) – Cabell County Schools

Cabell County Schools Teacher Induction Program (TIP)

Program Goals

- Reducing the intensity of the transition into teaching
- Improving teacher effectiveness
- Assuring a quality teacher for Cabell County’s student population
- Increasing the retention rate of highly qualified teachers in the school district

A Cooperative Effort

Cabell County’s TIP appreciates the **combined efforts** of the following people: teachers, students, and administrators in all of its schools, central office administrators, curriculum supervisors, instructional coaches and technology integration specialists, school board members, and the education department at Marshall University, who is working collaboratively with the public school system to develop top-quality pre-service teachers

Program Description

Cabell County typically hires a yearly average of 75 first-time teachers to fill positions in its K-12 schools. The success of its TIP Pilot Program has become well documented over the past two years. The program consists of **three years of ongoing training and support**. It commences with a highly structured training session for all new teachers in early August, before school begins.

On the **first day**, new teachers are greeted and welcomed by a representative of the Superintendent’s office, TIP coordinators, supervisors, county staff available, principals, and TIP teachers from previous years.

Representatives of the Personnel Department give an introduction to the basics of employment, and how to access pertinent information on the county’s Moodle Site.

In the afternoon, new teachers reconvene to get an overview of the Teacher Induction program:

Each participant receives a copy of **The First Days of School (or another pertinent book)** along with a **new teacher folder** that includes the following:

- A letter of welcome from the superintendent
- The district’s philosophy and mission statements
- Tips on parent communication and teacher/parent relations
- Tips on classroom management
- A "success journal" for teachers' daily classroom experiences
- Contact numbers for Central Office personnel
- Explanation of the Teacher Induction Program, and TIP Calendar

TIP Leaders will begin with a welcome and introduction of county leadership personnel in attendance. Time is allowed for brief welcomes.

TIP Leaders will then complete an **interactive overview of the expectations from the County and specifically from the TIP Program**. Included in this time will be a short overview which may include the following:

- **Explanation of the Teacher Induction Program**
- **Local policies and procedures.**
- **How to begin school year:** Discipline, instructional strategies, assessment techniques, working with parents, and meeting individual learner needs. Though a variety of topics are addressed during this session, the primary focus remains on **classroom management**.
- **Short talk by a former TIP teacher** about the value of the induction process. This teacher entertains questions from the inductees and shares personal first-year experiences.
- **Instructional Coaches, TISes, et al** who are available delineate their particular area of responsibility and leave contact information

(Later in the year the school district might hire more first-time teachers. For those new teachers, a "streamlined" two-day initial induction session is conducted)

TIP “Liaison” Teachers

At each school site there will be a volunteer teacher, who offers guidance and assistance, and who will act as a liaison between the new teacher and the TIP personnel. Most of these Liaisons will be teachers who have completed the three years of the TIP Program. The new teacher's particular grade level, and content area are considered in matching these on-site volunteers with new teachers. These liaison teachers are encouraged to attend the Charlotte Danielson WVCPD training, which provides insight on understanding particular issues facing new teachers. The intent is to provide new teachers with specific, immediate, nonthreatening feedback should they need it.

Instructional Coaches/TISes

Cabell County has **Instructional Coaches and Technology Integration Specialists assigned for its K-12 schools**. These hand-selected educators spend their time in classrooms conducting demonstration lessons, observing and providing feedback, assisting teachers with classroom management plans, and lending their expertise to new teachers.

Cabell County is fortunate, in that these educators offer added support beyond that of the liaison volunteers alone--not because the liaison teachers aren't doing excellent jobs, but because they have their own classrooms and may not always be trained in the strategies that the County requires.

The Instructional Coaches and TISes also provide training on Best Practice Strategies as the county sees fit.

Additional Resources

Another component of the induction process involves **two-day district-level new teacher professional development workshops, which occur once a Trimester**. During these meetings new teachers are trained on county supported Best Practice Strategies, and are given planning time to begin to design lessons using the strategies they are taught. They also have **“networking time”** to share their experiences, voice concerns, and cooperatively seek solutions to problems. The TIP leadership personnel facilitate these meetings, with instructional support from county or university personnel.

TIP teachers are then **given several weeks to implement the new strategies** which they learned at the Best Practices Workshops. At designated times, TIP representatives from the county will meet with the new teachers for demonstration, reflection, scaffolding, advice etc. for the new strategy.

In April, all new teachers return for a one-day induction **Review and Reflection** meeting. On this day new teachers present a **“Showcase”** of student work, lesson plans or activities that they have saved through out the year. They are honored at a luncheon, and then have a combined reflection time where they may address ongoing concerns, share first-year teaching experiences, and receive additional materials and awards. **Participation in this meeting is required for the receipt of the Certificate which verifies the participation in the New Teacher Support Program mandated by WV State Law. Cabell County has obtained a waiver of the state designed program, which has been replaced by TIP.**

During the second and third years of the induction process, the curriculum coordinators and instructional facilitators continue to work closely with the new teachers. Classroom review and reflection are ongoing. In addition, second- and third-year teachers attend **one session each semester to receive further training in county sanctioned technology, authentic assessment, high-stakes testing, instructional strategies, and instructional planning/decision making**. During one segment of each session, participants pose questions, voice concerns, seek solutions to common classroom problems, and share personal classroom experiences. The Mentorship Program will absorb costs for subs, and for materials presented to participants. Second- and third-year teachers still have the option of contacting County Personnel for any assistance they may need in classrooms, and for access to

resources for special projects, etc.

Role of Principal

At each school site the role of the principal in the induction process is an important one. To ensure consistency between what is promoted during the initial induction training and what will be promoted in the schools, principals receive awareness training before the actual induction process begins. At each school the principal provides school- specific orientation, support, encouragement, and guidance for the new teachers, along with opportunities for ongoing assistance and staff development. Evaluations for recommendation of professional certificate lie solely with the principal, and are not a function of TIP, other than to provide a certificate of completion of the program to satisfy state requirements for new teacher support.

Program Results

Cabell County's TIP program is entering its 3rd year and feedback from participants has been overwhelmingly positive. The goal: to implement an induction program that would ease the way for new teachers by providing ongoing training and support for new teachers, whatever their subject area.

A further goal of the Teacher Induction Program is to encourage teachers to remain in Cabell County Schools, and to recruit excellent teachers for the ultimate benefit to our students.

And finally, as teachers move through the program, a self-perpetuating Professional Learning Community will provide contact teachers at each school, who will be available to address issues confronting 1st year teachers, or provide contact with the proper personnel on the county level.

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Appendix H. WV IHE-HQE Stakeholder – Whitepaper

PRELIMINARY REPORT WEST VIRGINIA HIGHER EDUCATION HIGH QUALITY EDUCATOR STAKEHOLDER COMMITTEE

“In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something else.”

Lee Iacocca

I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

John Steinbeck

INTRODUCTION

In the 21st century quality of life for children, families and communities in West Virginia will be increasingly defined by our ability to educate our citizens, and by the ways we use that education in our economic and civic life. Never have the opportunities been greater for education to provide leadership in meeting such challenges. Those opportunities rest on ensuring that our children attend schools where teachers, school leaders, and other education professionals engage in the best practices possible and create the most enriching learning environments we can. Those opportunities require a commitment on the part of all educators to the belief that literacy is the foundation for all learning, and that learning to read is one of the first and most important civil rights in a democratic society. Schools, colleges, and departments of education in collaboration with their P-12 partners embrace those challenges as well, and take seriously our responsibilities to help ensure success educationally for all West Virginians. The quality of education is central to sustaining civically engaged, healthy, and economically vibrant communities. This includes educating the best teachers, leaders and education professionals we can for West Virginia’s schools. It requires active and energetic partners across P-12 and higher education that support academically strong, creative and innovative schools.

In 2013 West Virginia Governor Earl Ray Tomblin directed that the state “establish actionable and measurable evidence of teacher preparation effectiveness with an emphasis on reading instruction.” In response, the West Virginia State Board of Education created the West Virginia Higher Education – High Quality Educator Stakeholder Committee (HE-HQESC) – composed of P-12 practitioners and leaders, representatives of educator preparation programs, members of the West Virginia Board of Education, representatives from the West Virginia Department of Education—and charged it with creating a specific and immediate plan by which the Governor’s directive will be executed. The goals articulated by Governor Tomblin can only

be accomplished by educators who have exhibited evidence of success across a continuum of the profession's essential and measurable standards including items such as:

- Admission to a nationally accredited educator preparation program;
- Varied and increasingly robust clinical experiences;
- Performance assessments in clinical practice throughout educator preparation that include challenging standards for candidate continuation or exit from programs of study;
- Successful passage in a state certification system that utilizes multiple assessments validated to determine and measure a candidate's level of knowledge, skills, dispositions and ability to impact student learning;
- Demonstration of subject matter competence through required subject-matter components included within approved teacher preparation programs;
- Professional development supported by institutions of higher education (IHEs), in collaboration with Regional Education Service Agencies (RESAs), local schools and school districts, that leads to regular certification and continuing certification, as well as national board certification;
- A rigorous, periodic evaluation system to assess the practice of certified teachers that is based on student performance, will offer incentives to successful educators and assistance to struggling educators, and as warranted lead to the dismissal of ineffective educators; and,
- A state-wide data system that tracks candidate performance, education preparation provider effectiveness, and educator effectiveness based on P-12 student learning (as recommended by the National Governor's Association's College and Career Ready Standards, and the stability of the educator work force).

The West Virginia Department of Education identified key stakeholders representative of institutions of higher education, K-12 education, and external entities. In May, the High Quality Educator Committee convened a focus group to begin identifying key elements to address Governor Tomblin's charge to the WVBE as well as the WVBE's Call to Action. The discussion centered around actionable and measurable evidence of teacher preparation program effectiveness with great emphasis on reading instruction.

The group had representatives from the WVBE, the West Virginia Department of Education (WVDE), the WV Higher Education Policy Commission (HEPC), higher education deans, a county superintendent, and practitioners. A guidance document was developed outlining next steps for the work that will need to be completed. The document included steps to be accomplished by the WVDE and all other constituencies. It also included a section for implications related to this work, addressing policy, governance, or other barriers to implementation.

The Higher Education – High Quality Educator Stakeholder Committee convened in September 2013. Led by a national consultant, and utilizing the guidance document, the Committee identified key areas of reform. A Steering Committee formed from this Stakeholder

Committee was charged with compiling a response detailing recommendations and points for action. In early November, the Steering Committee met to finalize their draft document. During this work session, the Steering Committee collaborated with the Department to incorporate the necessary edits and established corresponding templates identifying the metrics and/or benchmarks; timelines for completion; person/entity responsible for each item; and the appropriate fiscal note for each recommendation and action item.

The recommendations and points for action that follow reflect the perspectives and analyses of a cross section of education and education policy leaders from the State of West Virginia. These leaders come from a range of experiences, professional knowledge bases, and institutional backgrounds (both P-12 and higher education). The perspectives and experiences include those of a former legislator, current state board members, and representatives from the WV Department of Education and the Higher Education Policy Commission. Further – and perhaps more importantly -- the representative backgrounds include those most directly engaged in the preparation and education of our next generation of teachers: current and former teachers, higher education faculty in educator preparation programs, and P-12 and higher education administrators. Along with working from their own experiences and practices, these stakeholders have examined a range of ideas and professional critiques from organizations such as: The Council of Chief State School Officers (CCSSO); The Council for the Accreditation of Educator Preparation (CAEP), The National Council for Accreditation of Teacher Education (NCATE); The National Council on Teacher Quality (NCTQ); and The National Governors’ Association (NGA). In addition, the work included an examination of models that have been used in other states to enhance the rigor and quality of the education of educators.

The recommendations include the following:

1. Strengthen admission criteria for entry into educator preparation programs.
2. Establish and enforce high standards for candidate program matriculation and completion, including clearly articulated program phases and benchmark criteria for success.
3. Transform all educator preparation to a clinically-based approach, supported by strong P-12-higher education partnerships.
4. Establish procedures for IHEs, school districts, WVDE, and RESA offices to collaborate to collect and use employment and professional practice data as part of the process for approving and the continuous improvement of educator preparation programs.
5. Review, identify and enact structural supports at the state level (e.g. Higher Education Policy Commission, WVDE, and West Virginia Center for Professional Development) that will be instrumental to educator preparation programs across the state accomplishing these recommendations.

RECOMMENDATIONS OF THE HIGH QUALITY EDUCATOR STAKEHOLDER COMMITTEE

Recommendation 1

Strengthen admission criteria for entry into educator preparation programs.

Action Point 1.1: Require all education preparation providers to use a grade point average (GPA) of 3.0 as the minimum acceptable cohort average for admissions to educator preparation programs. Implementation of this standard should parallel GPA as proposed by The Council for the Accreditation of Educator Preparation (CAEP). Further, educator preparation programs should meet the following CAEP performance goals related to ACT/SAT/GRE:

- Is in the top 50 percent from 2016-2017;
- Is in the top 40 percent of the distribution from 2018-2019; and
- Is in the top 33 percent of the distribution by 2020.

Action Point 1.2: IHEs (in collaboration with P-12 and community-based partners where candidates complete field and clinical experiences) should integrate experiences and assessments into programs that ensure that teacher education candidates, upon program admission, have provided evidence that they have the dispositions determined by the program to be successful as a teacher education candidate and ultimately as a practicing professional.

- These experiences and assessments should include at a minimum a required, pre-admission field experience of no less than 50 clock hours spread over a period of time sufficient for pre-admission candidates to exhibit the basic dispositions to successfully complete a preparation program.
- These assessments should have predictive capacity to reflect reasonable academic and non-academic dispositional qualities important to effective teaching.

Action Step 1.3: IHEs/educator preparation programs will determine the maximum number of times that pre-admission candidates can take Praxis I examinations without meeting established cut scores.

Action Point 1.4: WVDE, working with IHEs/educator preparation programs, should establish a statewide data base regarding candidate admission criteria and applicant qualifications. This should extend beyond the data collection included in the Federal Title II report to include cohort data as well (i.e. GPA, Test Scores, etc.).

Recommendation 2

Establish and enforce high standards for candidate program matriculation and completion, including clearly articulated program phases and benchmark criteria for success.

Action Point 2.1: IHEs, working in collaboration with P-12 partners, will develop program structures and components that incorporate ongoing and systematic assessments of candidates' progressive mastery of the knowledge, skills and dispositions necessary for successful professional practice.

- These assessments will be reviewed regularly for individual candidates and in the aggregate at the program level.
- P-12 professionals will participate in this process in strategic and formalized ways, and as full partners in assuring program quality and integrity.
- The assessments will include both course-based and clinically based evidence of professional knowledge, skill and dispositions.

Action Point 2.2: IHEs will provide clear and compelling evidence that, at the point of recommendation for certification, the recommendation is based (at a minimum) on evidence in the following areas:

- High standards for content and pedagogical knowledge;
- The ability to *integrate* content knowledge in pedagogically appropriate ways and through instructional strategies that incorporate technology creatively and effectively;
- The ability to engage in professional practices clearly connected to dispositional qualities that support best professional practices;
- The ability to engage in professional teaching practices that have positive impacts on student learning; and,
- The ability to use formative and summative data that enable the candidate to assess, monitor, and design instruction to improve student learning.

Action Point 2.3: WVBE will establish requirements for content assessments (Praxis II) for educator preparation program candidates prior to entering the final clinical experience.

Action Point 2.4: WVBE will require specific depth and breadth of subject-matter to be included within approved teacher preparation programs.

Action Point 2.5: WVBE will require appropriate training for teacher candidates seeking to teach in at least any of grades eight through twelve with respect to teaching the adopted college- and career-readiness standards. This training shall focus on teaching the standards directly, through embedding the standards in other courses, or both, as appropriate.

Recommendation 3

Transform all educator preparation to a clinically-based approach, supported by strong P-12--higher education partnerships.

Action Point 3.1: All IHEs, working as partners with local public schools and districts, should have formally identified schools that collaborate with the IHE as clinical settings for educator preparation programs and provide mutually beneficial professional development and professional learning. Such partnerships should be supported with governing principles, policies, and resources specific to the collaborative relationship. Education program candidates must have structured and scaffolded clinical school experiences in these schools.

Action Point 3.2: Clinical education preparation in these partnerships will include a range of rigorous clinical experiences that incorporate benchmarks identifying how candidates successfully complete practice-based performance assessments to enter, continue through and successfully exit the clinical preparation experiences. Educator preparation programs will work collaboratively with P-12 partners to establish practical and rigorous field and clinical placement practices. IHEs, in collaboration with P-12 partners, will include in preparation programs clearly articulated guidelines and professional development experiences to support clinical elements of preparation. These guidelines and professional development supports will include:

- Requirements and procedures for selection of school-based clinical educators who by evidence of their own practice can serve as effective mentors, models, and leaders in the preparation of new teachers.
 - School-based clinical educators should have a minimum of three years of successful teaching practice as evidenced by practice-based evaluations, have the recommendation of the school principal, and preferably have earned an advanced degree.
 - These teachers should have strong support structures with rewards that reflect their exemplary professional knowledge base and skills.
- Requirements for the identification of college/university based regular and clinical faculty working with teacher education program candidates, and who work with public school partners in clinical settings. These requirements should include elements ensuring that college/university based faculty model best practices in their own teaching.
- Joint resources (IHE, district, school) to support program clinical components and professionals responsible for the implementation of those components.
- Guidelines, procedures and resources for establishing and implementing a fair, reliable assessment system for clinical program success based on candidate performance, linked to student learning during the clinical experience, and that holds candidates, providers and P-12 practitioners/leaders accountable for the performance and success of clinical educator preparation. This system should include professional development in observation, mentoring and feedback skills for all educators (P-12 and higher education) who support and assess candidates in field and clinical experiences.

Action Point 3.3: Educator preparation programs, in particular field and clinical experiences, will include the following evidence-based components:

- Field and clinical practices where candidates provide evidence that they are able to examine the impact of their teaching practices on student learning as framed and defined by state standards for teacher practice, and through the use of a variety of data points and student learning outcomes.
- Field and clinical practices that exhibit candidates' abilities to work as collaborative colleagues with teachers and other education professionals in clinical settings. This should include evidence of their ability to engage in collaborative strategies to understand the impact of their practices on student learning. Evidence should also exhibit candidates' ability to have a positive impact on the school's professional culture and school community.

Action Point 3.4: IHEs, in collaboration with their P-12 partners, will establish and sustain ongoing efforts to engage in the systematic generation and application of data that informs efforts to offer the highest quality preparation programs possible. These efforts will be tailored to the scholarly missions of the college or university and the program faculty, but within that context should focus as much as possible on teaching quality, best pedagogical practices as defined by the preparation programs, and the performance of candidates.

- The scholarly infrastructure around teacher preparation and practice should be collaboratively defined by the program faculty, P-12 partners, and other key stakeholders.
- HEPC and WVDE should create mechanisms (e.g. conferences, agency meetings) through which higher education and public school educators can share and disseminate scholarship and findings from data on best practices and effective programmatic structures that enhance the quality of educator preparation statewide.

Action Point 3.5: Educator preparation programs will clearly articulate and integrate the application of pedagogical knowledge, skills and dispositions. These applications will exhibit clear knowledge of the relationships between content and pedagogy, and will be assessed in terms of their application in clinical practice using a range of strategies (P-12 student work samples and artifacts, summative and formative assessments, observations of candidates' classroom practice by P-12 and college/university faculty). These practices will include the following elements:

- The ability to problem solve by accommodating plans and practices to challenging and changing classroom contextual factors;
- The ability to use multiple forms of assessments of and data about student learning to design and implement instruction;
- The ability to collaborate with colleagues to be innovative and engage in best practices;
- The ability to work with diverse learners who represent a broad range of experiences, skills, needs, and challenges; and,

- The ability to plan for and utilize technology and digital media creatively and effectively.

WVDE, WVBE, HEPC, and IHE Educator Preparation Programs will collaboratively explore performance based assessments that validly measure these elements.

Recommendation 4

Establish procedures for IHEs, school districts, WVDE, and RESA offices to collaborate to collect and use employment and professional practice data as part of the process for approving and the continuous improvement of educator preparation programs.

Action Point 4.1: WVDE, RESAs, and IHEs will cooperate in the creation of a statewide system to collect and archive employer/graduate *satisfaction* data on graduates of educator preparation programs who remain in West Virginia as practicing educators.

Employing Districts:

- The central foci of the survey will be the degree of satisfaction the employing schools/districts have with the quality of preparation of the candidates hired, and the same perceptions by the candidates themselves about their preparation.
- The survey will be administered at the RESA level as RESA offices have electronic access to all teachers in the RESA.
- The survey will be administered during the candidates' first through third year as the teacher of record.

Candidate Perceptions

- The survey will be designed to collect data consistent across all graduates regardless of the preparation program, with some items unique to specific colleges and universities, and programs (items constructed by the specific programs and included in the generic survey).
- Data specific to their graduates will be available to educator preparation programs, and aggregated at the state level.
- The survey will have items related to state priorities (preparation in content, literacy, specific pedagogical knowledge and skills) addressed by all respondents (graduates and employers).

Action Point 4.2: WVDE, school districts and schools, and IHEs will cooperate in the creation of a statewide data system to make available to educator preparation programs data on *practice-based* evaluations of graduates of educator preparation programs who remain in state.

- This data base will be comprised of the aggregate performance of graduates as evaluated by school principals and professional peers on teacher evaluation instruments.

- WVDE will provide to the educator preparation programs the aggregate performance of program graduates in each of the first three years of candidates' teaching.

Action Step 4.3: WVDE, CPD, RESAs, school districts and IHEs will establish a task force to examine the feasibility of one of two models for supporting colleges' and universities' roles in supporting new teachers in the first three to five years of professional practice.

Option 1: Educator preparation programs track and follow their own graduates into schools in West Virginia, and offer professional development, mentoring and transition support programs to their graduates as they begin their professional careers in the state.

Option 2: IHEs create and support collaborative partnerships with local schools, districts, and RESA offices (possibly through PDS relationships where they exist) to provide shared professional development, mentoring and transition support for all teachers in the first three to five years of teaching.

Recommendation 5

Review, identify and enact structural supports at the state level (e.g. HEPC, WVDE, and CPD) that will be instrumental to educator preparation programs across the state accomplishing these recommendations.

Action Point 5.1: Shift the policy focus and agency activity relative to higher education from management through policy to incentivizing activity in educator preparation programs that support rigor and quality. Put existing resources in places that support policy directions relevant to state need, for example:

- Provide incentive funding to programs that set standards and benchmarks above and beyond state minimum standards, and that provide evidence of successfully meeting higher standards;
- Tuition credits and forgivable loans for candidates in high-need programs who remain in the state and are employed as classroom teachers;
- Provide incentives to institutions that meet annual goals for enrollment/completion by high need certification candidates; and,
- Provide financial incentives to programs and candidates who commit to STEM endorsements and certifications and who graduate students prepared for these areas.

Action Point 5.2: Create where necessary, and improve where existing, collaborative structures and relationships between the three P-12 agencies (WVDE, RESAs, CPD) and between those three and HEPC. Greater cohesion and communication between these entities is essential in supporting rigorous, high quality educator preparation programs, and in implementing policies that intersect the four agencies. Such collaboration is also essential for IHEs, their P-12 partners, and educator preparation programs to serve as a critical professional preparation and development resources for public education in the state.

- Establish clear points of contact and lead people in each agency (WVDE, RESA, CPD, HEPC) who have responsibility for higher education’s role in educator preparation and professional development.
- Establish clear lines of communication between these people as individuals and as a group, and how that communication links with IHEs
- Establish clearly defined, coherent working principles for providing multi-agency leadership on matters related to higher education.

Action Point 5.3: Place stronger policy emphasis on IHEs having a tangible impact at the local level. Frameworks for IHEs working with local schools, districts and communities is not adequately structured in policy or practice, or incentivized outside the Professional Development School (PDS) funding through the Department of Education and the Arts. *High quality professional development in P-12 schools, supported by colleges and universities, can be a critical resource in supporting teacher practice and the quality of clinical experiences for education program candidates.* Consider specific actions such as:

- Matching grants for initiatives, projects, and ongoing structures to establish collaborative support between P-12 and higher education;
- Examine current use of federal and state funding, and direct or redirect as necessary to better support educator preparation and the professional development and practice of career educators; and,
- Examine current use of base budgets in education programs and colleges/schools to see how fiscal resources can be restructured to support collaborative engagement between P-12 and higher education.

Action Point 5.4: Enable, incentivize, reward, and recognize school-university partnerships and PDS beyond the current PDS funding appropriated by the WV Legislature and allocated by the Department of Education and the Arts. Where possible and promising based on evidence, grow collaborative P-12 – IHE capacity through the PDS model.

- Critically evaluate progress and impact of the PDS model through its first decade of funding;
- Refine as needed the strategic goals of the PDS initiative;
- Examine the feasibility and practicality of extending the PDS support to private IHEs and their P-12 partners by accessing local school districts as funding agents for state allocated PDS support;
- Establish a fiscal plan for enhancing state funding to support initiatives to create greater rigor in educator preparation programs and school-based professional development supported through the PDS initiative.

Action Point 5.5: Create a task force of the following key representatives (or their proxies) to examine the feasibility and potential of an initiative to intensify the “incubator” potential of collaboration between the following entities: WVDE, HEPC, Education and the Arts, CPD, IHEs, and IHE partner schools districts. In this to-be-designed model the Center for Professional

Development would serve as the “flywheel” point to provide logistical and administrative support (through the existing and an expanded PDS structure) for intersecting IHEs, local schools and school districts, RESAs, and WVDE in an effort to:

- 1) Design, develop and implement locally embedded innovations in professional practice in P-12 classrooms and schools, professional development for practicing educators, and/or in educator preparation programs;
- 2) Engage in research and development on those practices to examine the evidence of their success, the conditions and contextual factors impacting their success, and the likelihood that the innovation can be transported to other/multiple sites and ultimately taken to scale;
- 3) CPD would work with local partnership professionals (higher education and P-12) and the research team to replicate successful pilots within the same school-university partnership and across partnerships in the state;
- 4) CPD would determine incubated professional practice, development and preparation initiatives that may be shared regionally and statewide (i.e. CPD serves as a “greenhouse” or “incubator” for innovative professional development, and a clearinghouse for dissemination of these initiatives); and
- 5) CPD would work with WVDE and RESAs to transport successful practices statewide.

Action Point 5.6: Given the focus on quality indicators and criteria for admissions, matriculation, and program completion, educator preparation programs likely will experience a decline in enrollment. Like all academic programs, educator preparation programs are sensitive to the enrollment demands placed on their constituent college and university campuses. This is particularly true for teacher education programs, as they have long served as “cash cows” on campuses, generating enrollment revenue to subsidize and support smaller (and often times more expensive) programs elsewhere on campus. The state can make a significant difference in program quality by moving to a model for funding based on meeting quality benchmarks and away from an enrollment driven formula.

- Because of current funding formulas, increases in enrollment for revenue may compromise decisions about quality. Enrollment driven models can create conditions where institutions expect educator preparation programs to build the revenue base for the total institution without returning revenues to the programs in a strategic way.
- A conundrum exists through competing goals and needs of higher education. A major incentive for educator preparation programs is to develop potentially duplicative online programs that extract tuition and fee dollars, and then fund campus programs outside education. Rather than incentivizing quality and policy needs (e.g. high quality leadership programs, identified shortage areas, innovative technology) higher education pursues relatively easy enrollment and revenue in online programs and areas that traditionally have relatively high enrollment such as elementary education.
- The process for moving toward quality-driven funding may start, for example, with high quality elementary education, especially focused on literacy skills, and with a stronger focus on STEM at the elementary level.

Appendix A: Members of the High Quality Educator Focus Group

Gayle Manchin	WVBE
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Lloyd Jackson	WVBE
Donna Peduto	WVBE
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Beverly Kingery	Nicholas County Schools
Dr. Keely Camden	West Liberty State University
Dr. Van Dempsey	Fairmont State University
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Dr. Teresa Eagle	Marshall University
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Dr. Frank Devono	Monongalia County Schools
Lisa Hedrick	WVDE
Dr. Amelia Courts	WVDE
Robert Hagerman	WVDE

***Denotes Steering Committee Member**

Appendix B: Members of the High Quality Educator Stakeholder Committee

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Cheryl Nelson	Pocahontas County Schools
Beverly Kingery	Nicholas County Schools
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Tammy Acord	Raleigh County Schools
Jim Denova	Claude Worthington Benedum Foundation
Nelson Spencer	McDowell County Schools
Denise Stalnaker	Randolph County Schools
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Cheryl Barnes	Concord University
Rick Druggish	Concord University
David Mohr	House of Delegates
Craig S. McClellan	Salem University
Traci Tuttle Hudson	West Liberty University
Michele Adams	Berkeley County Schools
Jeff Smith	Cabell County Schools
Carolyn Crislip-Tacy	Fairmont State University
Jaci Webb- Dempsey	Fairmont State University School of Education
Diana Jackson-Charlino	American Public University System
Terene Stiltner	Bluefield State College
Pamela Schield	Salem International University
Van Dempsey	Fairmont State University
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Christine Campbell	AFT-WV
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Elisabeth Steenken	Bluefield State
Michele Jackson	Wood County Schools
Paula Lucas	Marshall University
Rebecca Burns	University of Charleston
Monica Beane	WVDE
William M. White	State Board of Education

Kay Devono	Alderson Broaddus University
Frank Devono	Monongalia County Schools
Hank Hager	WV Senate
Marsha Sarver	Barbour County Schools
Robert Hull	WVDE
Linda Bragg	WVDE
Karen Petitto	WV Wesleyan College
Tammy Samples	Upshur County Schools
Hallie Mason	Governor's Office
Chris Weikle	Governor's Office
Tammy Lynn Woody	American Public University System
Cynthia L. Gissy	West Virginia University at Parkersburg
Robin Lewis	RESA1
Jeremy Vittek	Wheeling Jesuit University
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Sandra Orr	WVSU
Barbara Korn	WVSU
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Elizabeth Moore	Kanawha County Schools

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