



COMMONWEALTH *of* VIRGINIA

DEPARTMENT OF EDUCATION
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September 29, 2006

The Honorable Henry L. Johnson
Assistant Secretary
Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-6200

Dear Assistant Secretary Johnson:

Enclosed with this letter are the modifications to Virginia's Revised State Plan as requested in the letter from your office dated August 15, 2006. Virginia received full approval on Requirements 1 through 4. The requested revisions for Requirement 5, HOUSSE provisions, and Requirement 6, the State Equity Plan, are included. As required, the complete Revised State Plan with the revisions is enclosed. The revised sections may be found starting on page 12.

If you have questions about the information submitted in this response, please contact Mrs. Carol Sylvester, specialist, Title II, Part A, at (804) 371-0908 or via e-mail at Carol.Sylvester@doe.virginia.gov.

Sincerely,

s/Billy K. Cannaday, Jr.

Billy K. Cannaday, Jr.

BKCJr/cs
Enclosure

**VIRGINIA'S
REVISED STATE PLAN
FOR ATTAINING
THE GOAL OF 100 PERCENT
HIGHLY QUALIFIED TEACHERS**

PRESENTED TO

**THE UNITED STATES DEPARTMENT
OF EDUCATION**

**July 7, 2006
[Revised September 29, 2006]**

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**Virginia's Revised State Plan for
Attaining the Goal of 100 Percent Highly Qualified Teachers
July 7, 2006**

INTRODUCTION

In 2002, the Virginia Board of Education adopted a plan to ensure that all students in the Commonwealth would have the very best caring and competent teachers during their school years in kindergarten through grade 12. This plan, *Stepping Up to the Plate... Virginia's Commitment to a Highly Qualified Teacher in Every Classroom* [<http://www.doe.virginia.gov/VDOE/newvdoe/hq-teacher.pdf>], has provided a framework for a number of initiatives implemented in Virginia since that time, with demonstrated success in creating greater equity and access to high quality teachers, regardless of school and division size, location, and other variables that often influence the quality of teachers in a locality.

Virginia's Revised State Plan for Attaining the Goal of 100 Percent Highly Qualified Teachers proposes to continue the implementation of successful initiatives and strategies to build capacity to prepare, recruit, and retain high quality teachers at both the local and state levels. Additionally, several new policies and strategies have been proposed to augment current activities. Attachment A contains complete descriptions of initiatives, programs, and projects that are featured in this plan.

SECTION 1 - Analysis of Data

A. Virginia's Data Collection and Reporting Systems Related to Teacher Quality

As a result of collaborative efforts with institutions of higher education and local school divisions, Virginia has developed a set of sophisticated and powerful interconnected databases that provide multiple reports on the status of teachers in the Commonwealth. Through the Instructional Personnel and Licensure (IPAL) system, the Department of Education collects annual data from school divisions that are then reported such that they analyze specific qualifications and courses that are being taught by highly qualified and non-highly qualified teachers at the school, division, and state level. Each spring, the Virginia Department of Education mails a copy of these reports to each superintendent by certified mail. These reports assist school divisions in determining areas of need and focusing available funds to meet targets. A sample IPAL report is provided in Attachment B.

Additional components to Virginia's teacher quality data collection and reporting system are described later in this plan under the headings Teacher Education and Licensure System (TEAL I and TEAL II) and Teacher Licensure Query.

B. Analysis of Data on Highly Qualified Teachers in Virginia

Table 1.1 outlines the data gathered through the systems described above and submitted in Virginia’s 2005 Annual School Report Card related to the numbers of classes taught by teachers who were not highly qualified in 2002-2003, 2003-2004, and 2004-2005. Data collection and analysis for 2005-2006 are not yet complete. The information below is available on the Virginia Department of Education Web site at: <http://www.doe.virginia.gov/VDOE/src/vasrc-reportcard-intropage.shtml>. Reports are available by state, school division, and school.

Table 1.1

Percentage of core academic classes taught by teachers not meeting the federal definition of highly qualified.			
State Level - Professional Qualifications of Teachers			
Type	2002 - 03	2003 - 04	2004 - 05
In State Schools	16.5	5.5	4.4
In State High Poverty Schools	22.9	7.8	6.5
In State Low Poverty Schools	12.6	3.5	2.8
Notes: - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			

1) *Closing the gap.* In 2002-2003, the percentage of non-highly qualified teachers for students in high-poverty schools was nearly double that of low-poverty schools. Since that time, Virginia has implemented many programs to address this issue. Current data show that the gap has narrowed from 10.3 percent to 3.7 percent.

2) *Progress toward the 100 percent goal.* The 2004-2005 Consolidated State Performance Report found in Table 1.2 on the next page indicates the status of Virginia’s progress toward the goal of 100 percent highly qualified teachers. Percentages of classes taught by non-highly qualified teachers, disaggregated by poverty quartiles and grade levels indicate that at the elementary level, high-poverty schools differ from low-poverty schools by 3.3 percent, while at the secondary level, the gap is 4.14 percent. Virginia has implemented many programs targeted to high-poverty, low-performing schools to provide highly qualified teachers for all students. This report outlines key components of many of these initiatives, along with current progress and available impact data.

Table 1.2

Consolidated State Performance Report (Reporting on School Year 2004-2005)			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	183,151	175,029	95.6
Elementary Level			
High-Poverty Schools	10,677	10,109	94.7
Low-Poverty Schools	12,107	11,859	98.0
All Elementary Schools	48,544	46,856	96.5
Secondary Level			
High-Poverty Schools	14,224	13,232	93.03
Low-Poverty Schools	46,554	45,238	97.17
All Secondary Schools	134,607	128,176	95.2

3) *School division results.* From the 2004-2005 year, results indicated:

- 104 of the 132 divisions met the annual measurable objective of 90 percent highly qualified teachers. Two (2) divisions indicated percentages of 100.
- 28 divisions were below the target of 90 percent highly qualified teachers.

Of the 28 divisions below the 90 percent target, 16 were designated as hard-to-staff. The year-end reports for 2005-2006 are currently being analyzed; however, *preliminary* results indicate the following:

- 6 divisions met the 100 percent highly qualified goal.
- 72 divisions were within five percentage points of meeting the goal.
- 33 divisions indicated percentages between 90 and 95 of highly qualified teachers.
- 21 divisions indicate percentages below 90 of highly qualified teachers.

Attachment C includes a data table indicating percentages of highly qualified teachers from 2002-2005 for each division.

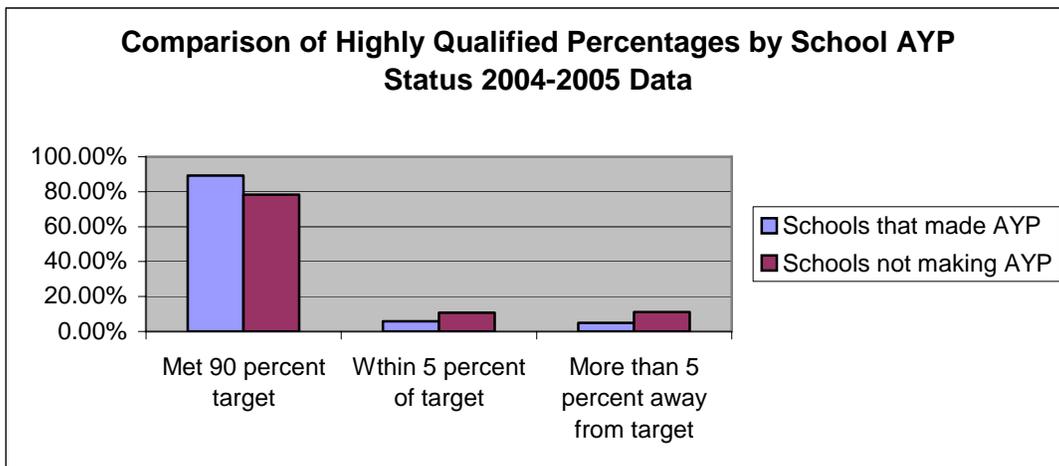
4) *Individual school results.* Based on 2004-2005 data, 1,587 schools (87 percent) met the annual measurable objective of 90 percent highly qualified teachers. Two hundred forty-six (246) schools were below the 90 percent target. Data for 2005-2006 are being analyzed.

C. Analysis of Data on Schools That Did Not Make Adequate Yearly Progress (AYP)

Of the 308 schools in Virginia that did not make AYP for the 2004-2005 school year, 241 (78 percent) met the annual measurable objective (AMO) of 90 percent highly qualified teachers. Sixty-seven (67) schools not meeting AYP were below the target of 90 percent. Of the 67 schools not meeting the AMO, 33 were within five percentage points of meeting the target.

Of the 1,507 schools that did make AYP, 1,345 met the AMO of 90 percent. Eighty-nine (89) schools were within five percentage points of meeting the target, and 73 schools were more than 5 percentage points below the target. Table 1.3 compares the percentage of schools making AYP with those not making AYP in regard to progress on meeting the highly qualified teacher annual measurable objective in 2004-2005. Data are being analyzed for the 2005-2006 school year and should be available by August 2006. Adequate yearly progress (AYP) results for every school and school division are available on the Virginia Department of Education Web site at: <http://www.doe.virginia.gov/VDOE/src/>

Table 1.3



D. Identification of Hard-to-Staff Schools

In addition to analyzing AYP data for schools in the Commonwealth, Virginia reviews additional data from each school division to create an annual list of “hard-to-staff schools.” This list is derived by analyzing student achievement data, teacher qualifications and experience in critical shortage areas, and student factors related to attendance and numbers of students in special populations (i.e., limited English proficient and students with disabilities). Specialized programs described later in this report, such as the Hard-to-Staff Mentoring Program, the Virginia Middle School Mathematics Teacher Corps, and the Hard-to-Staff Teacher Incentive Pilot Program are targeted for schools on this list. For the 2004-2005 school year, 216 schools were designated as hard-to-staff, representing 66 school divisions. For the 2005-2006 school year, there were 204 schools designated as hard-to-staff, representing 59 school divisions. See Attachment D for a list of hard-to-staff schools from 2004-2005 and 2005-2006.

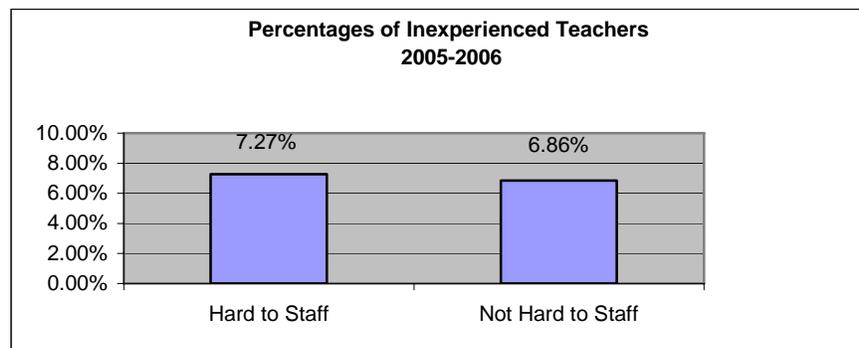
E. Areas of Critical Teacher Shortages

According to the 2005-2006 critical shortage area survey, the following teaching areas comprised the top ten critical shortage teaching areas in Virginia: 1) Science (earth science); 2) Mathematics; 3) Special Education; 4) Career and Technical Education; 5) History and Social Science (grades 6-12); 6) Elementary Education, preK-6 (serious shortage in grade 5); 7) Health and Physical Education, preK-12; 8) Reading Specialist; 9) English as a Second Language; and 10) Computer Science.

Virginia has implemented numerous initiatives to address these critical needs. Examples of such initiatives include Teach in Virginia, Mathematics-Science Partnership programs, and specialized core content academies, with particular emphasis or priority given to school divisions with critical needs.

An analysis of inexperienced teachers indicates that the difference in the percentages from school divisions with hard-to-staff schools and school divisions without hard-to-staff schools is .41 percent. Table 1.4 illustrates the percentage of inexperienced teachers for 2005-2006.

Table 1.4



F. Courses Most Likely to be Taught by Non-Highly Qualified Teachers

The survey of critical shortage areas outlines courses that are most often taught by provisionally licensed teachers. The survey results are a critical component in Virginia's analysis to determine the annual list of hard-to-staff schools. Section I, Part E lists the top 10 critical shortage teaching areas in Virginia for 2005-2006. Additionally, through the Instructional Personnel and Licensure (IPAL) Report, each school division can view detailed reports that analyze the specific qualifications and courses that are being taught by non-highly qualified teachers. See Attachment B.

G. Ongoing Data Reporting and Analysis

Virginia is currently analyzing year-end teacher quality data that will indicate areas of need by school, division, region, and at the state level. It is anticipated that this report will be completed by August 2006 and will be used for targeting programs during the 2006-2007 school year.

SECTION 2 - Status of Highly Qualified Teachers (HQT) and Local Education Agency (LEA) Plans

A. Identification of School Divisions that Have Not Met Annual Measurable Objectives for Highly Qualified Teachers

The Virginia Department of Education annually compiles teacher quality data submitted through the Instructional Personnel and Licensure (IPAL) system to determine school division and school progress on meeting the highly qualified teacher goals. Superintendents are mailed reports from the Virginia Department of Education each spring outlining targets and an analysis of how well the school division is progressing. The results from the 2004-2005 year and preliminary results for 2005-2006 can be found in Section I, Part B.

Each school division is expected to complete the following:

- Submit data through the IPAL system annually to report on the qualifications and current progress for reaching the 100 percent HQT goal.
- Report percentages of classes being taught by highly qualified and non-highly qualified teachers through the annual application for federal funds through Title II, Part A. In the application, school divisions not meeting the 100 percent HQT goal must outline the specific steps that they plan to institute to reach the goal as soon as possible.

B. Development of School Division Plans to Meet the Goal of 100 Percent Highly Qualified Teachers

- The Virginia Department of Education analyzes HQT data obtained from the IPAL system to assist each school division in determining areas of focus for their recruitment and professional development plans.
- While each school division has the ability to access these reports online, the Department also mails the report each spring to school superintendents.
- The Virginia Department of Education requires school divisions to outline in their annual consolidated or individual Title II, Part A, application for federal funds, the specific strategies to be employed to reach the goal of 100 percent HQT as soon as possible.
- The Department of Education also monitors the school division plans through the Title II, Part A, monitoring process.

SECTION 3 - Technical Assistance Provided by the State Education Agency (SEA)

A. Technical Assistance to School Divisions

Virginia has implemented a number of programs designed to assist school divisions in their efforts to reach the goal of 100 percent highly qualified teachers. The Virginia Equity Plan (Section 6) and Attachment A provide a detailed description of many of these efforts. The descriptions in Attachment A are in alphabetical order by project title for ease of reference. Listed below are some highlights of key programs that have been developed.

Data Systems

- *Instructional Personnel and Licensure (IPAL) System*

Teacher Preparation

- *Become One Campaign*
- *Career Switcher Program*
- *Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP)*

Teacher Recruitment

- *Great Virginia Teach-In*
- *Hard to Staff Teacher Incentives*
- *Teach Virginia*
- *Teach Virginia Job Bank and Hiring Hall*
- *Virginia Middle School Mathematics Teacher Corps*

Professional Development

- *Hard-to-Staff Mentoring*
- *Mathematics-Science Partnership*
- *Summer Content Academies*

B. Priority Assistance to Schools and School Divisions in Greatest Need

Virginia provides priority assistance to school divisions and schools not meeting student academic standards through a variety of programs at the Virginia Department of Education. These services provided through an effective collaboration of divisions within the Department. Several of the programs and the administering divisions are outlined below. Details on programs not described below are available in Attachment A. Attachment E provides a chart for each of the programs and the high needs school divisions that were targeted and that participated in each initiative.

The Division of School Improvement oversees the following:

- *Academic Review Visits* – Teams of experts visit low-performing schools to analyze current practices and assist them in writing comprehensive school improvement plans to address deficiencies. These teams assist with planning professional development and provide coaching to school leaders.

- *Partners for Achieving Successful Schools (PASS)*
- *Technical Training Assistance Centers (T-TAC)*

The Division of Instruction offers a multitude of professional development opportunities for teachers in low performing schools, including the following:

- *Consortium on Reading Excellence*
- *Mathematics-Science Partnership*
- *Reading First Academies*
- *Summer Content Academies*

The Division of Teacher Licensure supports:

- *Career Switcher Program*
- *Priority Funding to National Board Candidates*
- *Hard-to-Staff Mentoring*
- *Hard-to-Staff Teacher Incentives*
- *Online Mentoring Program*
- *Turnaround Specialist Program*
- *Virginia Middle School Mathematics Teacher Corps*

C. State Programs and Services to School Divisions and Teachers

Some of the programs that have been developed specifically to assist school divisions with meeting their HQT goals are listed below. Detailed descriptions, as well as additional programs, can be found in Attachment A.

- *Become One Campaign*
- *Instructional Personnel and Licensure (IPAL) System*
- *Great Virginia Teach-In*
- *Hard-to-Staff Teacher Incentives*
- *Mathematics-Science Partnership*
- *Online History/Social Science Coursework*
- *Teach in Virginia*
- *Summer Content Academies*
- *Teach Virginia Job Bank and Hiring Hall*
- *TEAL I and TEAL II*
- *Virginia Middle School Mathematics Teacher Corps*
- *Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP)*

D. Programs Designed to Address Specific Areas of Need (Critical Shortage Areas)

Virginia Department of Education content specialists analyze the critical shortage areas and student achievement data whenever proposing a new program to address particular needs. Registration priority is given to teachers in hard-to-staff schools. Sometimes registration is restricted only to teachers in those schools. A comprehensive list of programs is outlined in Attachment A. Some of the programs that have been approved and developed to address the subgroups of teachers in Requirement 1 of the plan are:

Mathematics Focus

- *Virginia Middle School Mathematics Teacher Corps*
- *Virginia Mathematics Specialist Program*

Earth Science Focus

- *Earth Science Collaborative*
- *Geospatial Instructional Applications Initiative*
- *Summer Content Academies*
- *Tidewater Earth Science Training Program*

Mathematics and Science Focus

- *Mathematics-Science Partnerships*

Special Education Focus

- *Become One Campaign*
- *Special Education Regional Training Grants*
- *Technical Training Assistance Centers (T-TAC)*

History and Social Science Focus

- *Online History/Social Science Coursework*
- *Virginia Center for the Teaching of International Studies: Coursework for Highly Qualified Status*

Elementary Focus

- *Reading First Academies*
- *Summer Content Academies*
- *Teacher Reading Academies for Teachers of English Language Learners*
- *Virginia Science Standards Institute (VSSI)*

E. Use of Funding to Address the Needs of Teachers Who Are Not Highly Qualified

The Virginia Department of Education leverages funding from a variety of sources to address the needs of teachers who are not highly qualified. In making decisions about which projects are to be funded, priority is given to the staffing and professional development needs of schools that are not making AYP. A comprehensive list of programs is available in Attachment A. Below is a sample of several targeted programs that have been supported from each funding source:

Title II, Part A, Funds

- *Hard-to-Staff Teacher Incentives*
- *Online History/Social Science coursework*
- *Summer Content Academies*
- *Teaching Reading in the Middle School*

State Funds

- *Hard-to-Staff Teacher Incentives*
- *State Funding for New Teacher Mentor Programs*
- *Virginia Middle School Mathematics Teacher Corps*

Mathematics-Science Partnership Funds

- *Earth Science Collaborative*
- *Mathematics-Science Partnership--Preparing Highly Qualified Middle School Mathematics Teachers*
- *Tidewater Earth Science Training Program*
- *Tidewater Team for Improved Middle School Mathematics*

State Agency for Higher Education grants through Title II, Part A

- *Integrating Reading/Science into the Core Areas for Teachers in Grades 4-8* – This program is designed to build teacher capacity in middle and elementary schools by strengthening core content area knowledge and improving strategies for effective delivery of information in science and content area reading.
- *Modeling Physics: Building Conceptual Models in Physical Science* – This program is designed to prepare and train physical science and physics teachers using a research-based physical science teacher education program. It is targeted to middle and high school teachers.
- *Virginia CLASS: Content Literacy Assessment, Standards, and Strategies* – This program, designed for middle school teachers, emphasizes (1) increasing knowledge and use of scientifically-based instructional strategies; (2) differentiating instruction for special needs students; (3) promoting active teaching and student engagement; and (4) linking teacher professional learning to student achievement in English, mathematics, social science, and science.

Teacher Quality Enhancement Grant – This grant for \$13.5 million provided substantial funding to assist the Virginia Department of Education with the development of several key initiatives including the following:

- *Great Virginia Teach-In*
- *Hard-to-Staff Mentoring*
- *Teach Virginia Job Bank and Hiring Hall*

Individuals with Disabilities Education Act

- *Become One Campaign*
- *Special Education Regional Training Grants*
- *Special Education Summer Content Academies* – The Virginia Department of Education provides summer core content academies, specifically targeted toward teachers of special education and critical shortage areas in to assist them in obtaining highly qualified status and increased content knowledge.

SECTION 4 - How Virginia Will Work with School Divisions Not Meeting the Goal of 100 Percent Highly Qualified Teachers

A. State Monitoring of School Division Compliance and Implementation

Virginia monitors compliance with school divisions HQT plans in the following ways:

- *Instructional Personnel Report* – Each school division submits data on an annual basis that outlines the qualifications of each teacher. Reports are created that provide a detailed analysis for each school division and school that list all teachers who are not highly qualified, their current assignments and areas of endorsement, and the reasons why they are not highly qualified. Designated personnel in each division are able to access these reports through a secure internet connection. Additionally, the Virginia Department of Education provides a copy of the report for each school division superintendent on an annual basis in order to assist with program planning and targeting funds for the next year.
- *Annual Grant Applications for NCLB Funding* - Each school division submits an annual application for federal funds, including Title II, Part A. Within the application, school divisions indicate the current number of classes being taught by non highly qualified teachers. In addition, strategies are outlined to meet the goal of 100 percent highly qualified teachers. Applications are not approved, and funds will not be released until each school division has delineated its plans related to attaining the HQT goal.
- *Title II, Part A, Federal Program Monitoring* - The Title II, Part A, coordinator conducts desk and on-site monitoring reviews with each school division to evaluate plan progress.

As described in Section 3, Virginia provides substantial technical assistance opportunities to help school divisions meet the 100 percent HQT goal, with a concerted effort to target these opportunities toward schools and school divisions that are not making AYP.

B. Monitoring of School Divisions' Progress Toward 100 Percent Highly Qualified Teachers

Virginia monitors the progress of each school division toward meeting the goal of 100 percent HQT in the following ways:

- Monitoring Percentage of Highly Qualified Teachers at each School Division and School via:
 - *Instructional Personnel Report*
 - *Annual Grant Applications for NCLB Funding*
 - *Title II, Part A, Federal Program Monitoring*
- Monitoring Percentage of Teachers Receiving High Quality Professional Development
 - School divisions indicate the percentages of teachers each year who have participated in high quality professional development when they submit their annual instructional personnel data. This information is included in the

IPAL report that is sent to division superintendents and available online to designated school division personnel.

- Through Title II, Part A, monitoring, professional development plans for each school division are required. Additionally, as applications and reimbursements for funds are received by the program specialist for Title II, Part A, professional development activities are outlined and approved.

C. Provisions for Technical Assistance or Corrective Actions to School Divisions that Fail to Meet the High Qualified Teacher and AYP Goals

The following actions are provided for school divisions that fail to meet HQT and AYP goals:

- Schools that do not meet adequate yearly progress (AYP) targets are provided technical assistance according to the statewide system of support described at the following link on the Virginia Department of Education Web site:
<http://www.doe.virginia.gov/VDOE/nclb/statewidesupport.pdf>
- Schools not meeting HQT goals must outline a plan in their annual consolidated or individual Title II, Part A, application for federal funds outlining specific strategies that will be implemented to attain the 100 percent target. The plan must be clearly delineated before the application is fully approved and funding is released.
- The Virginia Department of Education provides numerous technical assistance opportunities to assist school divisions in their efforts to meet the 100 percent highly qualified goal. These initiatives are outlined in Attachment A.

SECTION 5 - HOUSSE

A. Use of HOUSSE Beyond 2005-2006

Teachers hired prior to the end of 2005-2006 who are using HOUSSE to obtain the highly qualified designation will be able to complete the process. It is expected that these teachers will complete HOUSSE procedures to attain their highly qualified status by the end of the 2007-2008 school year.

B. Phase-Out of HOUSSE Except for Certain Situations

Teachers who have met previously approved criteria by the Virginia Department of Education will be designated highly qualified. Virginia will eliminate the HOUSSE provision by June 30, 2008, with the following exceptions:

- New special education teachers who teach multiple core academic subjects, and who are highly qualified in either mathematics, language arts, or science at the time they are hired will have two years to use HOUSSE or to demonstrate content area competency through appropriate rigorous testing or coursework as allowed by federal flexibility provisions.
- Teachers who teach multiple secondary subjects in school districts eligible to participate in the Small, Rural School Achievement program and are highly

qualified in at least one core academic subject at the time of hire will have three years to demonstrate competence in other subject areas as allowed by federal flexibility provisions.

- Teachers who come to the United States from other countries to teach on a temporary basis will have three years to use HOUSSE as allowed by federal flexibility provisions.
- Fully licensed teachers not new to the profession who are returning to teaching after an extended absence may have up to two years to become highly qualified using HOUSSE.
- Multi-subject teachers not new to the profession who are already highly qualified in one subject area, but who have been reassigned to a different subject area may have up to two years to become highly qualified using HOUSSE.
- Teachers not new to the profession hired before the end of the 2005-06 school year who have begun the HOUSSE process will be allowed to complete it no later than the end of the 2007-08 school year.
- Special education teachers new or not new to the profession as described in IDEA 300.18(c) (teaching one or more academic subjects only to children with disabilities held to alternative achievement standards) may have up to two years to become highly qualified using HOUSSE.
- Special education teachers not new to the profession as described in IDEA 300.18(b)(3) (consulting teachers) who have been reassigned to teach core academic subjects may have up to two years to become highly qualified using HOUSSE.

Note: Virginia will recognize the highly qualified designation of teachers from another state or the District of Columbia.

SECTION 6 – State Equity Plan

A. Virginia’s Written Equity Plan

Virginia’s equity plan is provided in the next section, starting on page 28. It is based on the work begun in 2002, when the Committee to Enhance the K-12 Teaching Profession in Virginia commissioned the development of a plan to address teacher quality issues. Attachment F contains the original equity plan entitled, “*Stepping Up to the Plate- Putting a Highly Qualified Teacher into Every Classroom.*” Since that time, Virginia has developed and implemented numerous targeted programs designed to ensure that minority students and students in poverty are not taught at a disproportionate rate by non-highly qualified or inexperienced teachers.

B. Identification of Inequities in Teacher Assignments

In Virginia, school divisions have the autonomy to hire their own teachers to meet their instructional needs. The state does not make personnel decisions for schools and school divisions. To assist divisions with maintaining easily accessible information on their staff, Virginia has developed a robust data system that allows analysis of teacher quality data at the state, region, division, and school levels. Through the Web-based Instructional Personnel and Licensure (IPAL) system, school divisions and the state can access detailed reports to assist them in assuring equitable distribution of highly qualified personnel. Below is a snapshot of the current distribution of teachers according to poverty, minority, and experience indicators at the state and regional levels.

Statewide Comparison of High-Poverty and Low-Poverty Schools in Teacher Quality and Student Performance Targets¹

The chart below shows the differences between high-poverty and low-poverty schools in the following categories: 1) percentage of minority students; 2) percentage of classes taught by highly qualified teachers; 3) percentage of inexperienced teachers; and 4) percentage of schools making Adequate Yearly Progress (AYP).

Table 6.1

Statewide Comparison of High-Poverty and Low-Poverty Schools in Teacher Quality and Student Performance Targets				
Type of School	Percentage of Minority Students	Percentage of Classes Taught By Highly Qualified Teachers	Percentage of Inexperienced Teachers	Percentage of Schools Making AYP
High poverty	64.80	94.01	24.69	75.85
Low poverty	26.80	95.36	22.21	91.01

¹ High-poverty is defined as free and reduced lunch rates greater than 56 percent. Low-poverty is defined as free and reduced lunch rates less than 20.5 percent.

Results from this analysis indicate that high-poverty schools typically serve a larger percentage of minority students. The data show that a very small difference exists in the number of highly qualified teachers in high-poverty schools compared to those in low-poverty schools. Similarly, the difference in the percentage of inexperienced teachers in these schools is also small. However, a difference does exist in the percentage of high-poverty schools making AYP compared to low-poverty schools. While qualified teachers are likely only one of many factors related to achievement levels, Virginia will continue programs to maintain the equitable distribution of highly qualified teachers, and will focus on specialized training and technical assistance for teachers in high-poverty schools to address the disparity in meeting AYP targets.

Statewide Comparison of High-Poverty and Low-Poverty Schools by Grade Spans

Table 6.2 below shows the differences between high-poverty and low-poverty schools by grade spans in the following areas: 1) percentage of classes taught by highly qualified teachers; 2) percentage of inexperienced teachers; and 3) percentage of schools making AYP.

Table 6.2

Statewide Comparison of High-Poverty and Low-Poverty Schools by Grade Spans			
	Percentage of Classes Taught By Highly Qualified Teachers	Percent of Inexperienced Teachers	Percentage of Schools Making AYP
State Average	95.60	22.75	82.90
Elementary Schools			
High-poverty schools	94.70	24.78	76.00
Low-poverty schools	98.00	22.03	93.29
Middle Schools			
High-poverty schools	93.11	26.50	63.27
Low-poverty schools	96.28	22.21	83.75
High Schools			
High-poverty schools	91.51	28.15	85.71
Low-poverty schools	93.95	22.63	86.89

As the chart indicates, at the high school level, there is a small difference in the percentage of classes being taught by highly qualified teachers in high-poverty and low-poverty schools. Middle and elementary schools have higher percentages of classes taught by highly qualified teachers than those at the high school level. High-poverty high schools generally have a higher percentage of inexperienced teachers. While the gap is not as large at the middle and elementary levels as it is at the high school level, the percentage of inexperienced teachers is higher in the high-poverty schools. A gap in the percentage of schools making AYP exists between high-poverty and low-poverty schools at the elementary and middle school levels.

Statewide Comparison of Teacher Quality and Performance Targets by Superintendents' Regions

Virginia has eight designated superintendents' regions. These are geographic designations, and each region includes multiple school divisions. Data have been analyzed to determine areas of need so that priority assistance can be targeted based on that need. The chart below shows the differences between schools in each of the regions in the following five categories: 1) percentage of high-poverty schools; 2) percentage of minority students; 3) percentage of classes taught by highly qualified teachers; 4) percentage of inexperienced teachers; and 5) percentage of schools making AYP.

Table 6.3

<i>Statewide Comparison of Teacher Quality and Performance Targets by Superintendents' Regions</i>					
	Percentage of High-Poverty Schools	Percentage of Minority Students	Percentage of Classes Taught By Highly Qualified Teachers	Percentage of Inexperienced Teachers	Percentage of Schools Making AYP
State	29.28	41.21	95.60	23.27	82.94
Region I	38.00	47.18	95.96	27.02	80.71
Region II	39.70	53.33	95.15	20.15	82.30
Region III	24.70	33.00	91.36	27.46	78.38
Region IV	23.60	44.66	93.73	24.56	83.06
Region V	33.70	23.37	96.40	21.08	84.34
Region VI	42.00	28.05	95.67	20.68	77.96
Region VII	49.20	4.93	96.01	20.53	88.77
Region VIII	56.90	52.12	92.50	24.23	80.36

By analyzing the data by region according to the elements shown in Table 6.3 above related to demographics, teacher quality and AYP, and comparing regional data to state averages, priority assistance can be targeted and implemented in an efficient manner. Data from Regions VIII and I show a variance across the most indicators. To address this variance, many initiatives have been developed to assist identified high-needs divisions and hard-to-staff schools in these areas. Region III data indicate a comparatively lower percentage of classes taught by highly qualified teachers compared to other regions and the state average. Region III has the largest percentage of inexperienced teachers compared to other regions and a lower than average percentage of schools making AYP. Several targeted programs are outlined on the following pages to meet those needs. Data from Region II show a large percentage of schools in poverty and the highest percentage of minority students, compared to other regions. Region II has a slightly lower than average percentage of classes taught by highly qualified teachers and a slightly lower than average percentage of schools making AYP.

Attachment A provides detailed descriptions of the many strategies Virginia has initiated to address teacher quality, targeted to high-needs schools and divisions. This information is useful in reviewing the following programs implemented or planned in each of the superintendents' regions with the greatest needs, presented in order of priority. Attachment E also provides information on participation in targeted programs by hard-to-staff schools in each division, organized by superintendents' regions.

- Region VIII, comprised of 13 mostly rural school divisions in Southside Virginia, has the greatest needs. The region has 80.36 percent of its schools classified as high poverty and 55.36 percent of schools with high minority rates. A comparatively lower percentage of classes is taught by highly qualified teachers than other regions in the state, and nearly one-fourth of the region's teachers are in their first three years of teaching. Some of the initiatives that have been targeted to this region include:
 - There are 16 designated hard-to-staff schools in Region VIII. They are located in Brunswick (4), Buckingham (1), Greensville (3), Halifax (6), and Prince Edward (2).
 - Additional funds have been targeted to these hard-to-staff schools to improve mentoring programs. These schools have adopted the research-based ETS Pathwise New Teacher Mentoring Program. The staff at the NCLB Partnership Center assists these schools in the training and implementation of this mentoring program.
 - Two divisions, Brunswick and Greensville, have been targeted for participation in the Hard-to-Staff Teacher Incentive program. This program provides professional development for all teachers in designated hard-to-staff schools, high quality mentoring, financial assistance to improve working conditions, performance bonuses, and recruitment/retention stipends for teachers meeting high standards related to teacher effectiveness.
 - The Region VIII NCLB Partnership Center, funded by Title II, Part A, provides a host of professional development opportunities for teachers, as well as mentor training (ETS Pathwise), instructional technology and leadership training.
 - The Southside Virginia Regional Technology Consortium is funded through the General Assembly for regional instructional technology initiatives. One of these initiatives is two-way videoconferencing throughout all school divisions. This allows for access to high quality professional development for teachers and additional courses taught by highly qualified teachers for students because of the rural nature of most of these divisions.
 - T/TAC Centers – These regional centers provide targeted assistance to teachers and schools related specifically to special education and school improvement.
 - Turnaround Specialists have been deployed in high needs schools for Buckingham and Prince Edward counties.
 - Teach in Virginia is a program that provides targeted assistance to divisions that have particular challenges related to finding teachers to fill critical shortage areas. The divisions targeted for this program are typically rural or urban. Four divisions in Region VIII have been targeted for assistance: Brunswick, Buckingham, Greensville, and Halifax.
 - A specialized leadership development grant has been awarded to the Region VIII consortium, in conjunction with Longwood University and the University of Virginia.

- Region I, comprised of several large urban, large suburban and smaller rural divisions in Central Virginia, has a large percentage of minority students and a large percentage of inexperienced teachers, compared to other regions in the state. Petersburg City has some of the greatest needs and, as a result, has received intensive support. Some of the targeted programs that have been designed to assist schools in this region are listed below:
 - There are 37 designated hard-to-staff schools in Region I. They are located in Charles City (1), Dinwiddie (1), Henrico (4), Hopewell (3), New Kent (1), Petersburg (6), Richmond (17), Surry (2), and Sussex (2).
 - Hard-to-Staff mentoring funds have been targeted to implement high quality mentoring programs. This is in addition to base funding provided to all schools through the General Assembly. Schools receiving these funds must adopt one of three approved research-based mentoring models: ETS Pathwise, Santa Cruz, or Fairfax Great Beginnings.
 - Petersburg City, with six of its seven schools designated as hard-to-staff, is a participant in the pilot Hard-to-Staff Teacher Incentive Program. This program is designed to assist with recruitment of high quality teachers, particularly in hard-to-fill positions, retention of highly effective teachers, professional development for all teachers, high quality mentoring for new teachers, and funding for improved working conditions.
 - Math-Science Partnership Grants are provided on a targeted basis to high-needs schools in partnership with colleges or universities. These grants have provided specialized programs designed to increase the number of highly qualified Earth Science and middle school mathematics teachers in specific Region I divisions and schools, as well as providing high quality staff development.
 - Turnaround Specialists have been deployed in high needs schools in Richmond City and Petersburg City. There are turnaround specialists in six Richmond City schools and one in Petersburg.
 - Petersburg City Schools has experienced particular challenges related to teacher quality and student achievement. It is entering into Tier 1 school improvement status and faces sanctions. The following programs have been implemented in an effort to provide targeted assistance:
 - Specialized job fairs to assist Petersburg in hiring highly qualified teachers. Staff from VDOE worked in partnership with division level personnel to plan and implement these job fairs.
 - Provision of an on-site liaison from VDOE to assist with leadership, planning, and implementation of school improvement efforts.
 - Partnership for Achieving Successful Schools (PASS) teams work directly with teachers in designated schools to improve instruction and implement school improvement efforts.
 - Online Earth Science courses were provided to students at the high school in 2005-2006 through a distance learning initiative with

- Prince William Schools when efforts to obtain a highly qualified Earth Science teacher were not successful.
- Retired teachers and international teachers have been hired to fill critical shortage areas.
 - Intensive support has been provided by the Office of School Improvement at VDOE to schools in academic warning status related to school improvement, planning, research-based practices and implementation.
- T/TAC Centers – These regional centers provide targeted assistance to teachers and schools related specifically to special education and school improvement.
 - Teach in Virginia is a program that provides targeted assistance to divisions that have particular challenges related to finding teachers to fill critical shortage areas. The divisions targeted for this program are typically rural or urban. Eight divisions in Region I have been targeted for assistance: Charles City, Dinwiddie, Henrico, Hopewell, New Kent, Petersburg City, Richmond City, Surry, and Sussex.
 - Middle School Mathematics Teacher Corps members have been placed in high needs schools in Dinwiddie, Petersburg, Sussex, and Surry.
 - The Online New Teacher Mentoring program was piloted in Henrico County with targeted schools in partnership with Virginia Commonwealth University.
- Region III is a largely rural region with a large percentage of new teachers, a lower than average percentage of schools making AYP, as well as challenges in attracting and retaining highly qualified teachers.
 - Colonial Beach, a small division with only two schools and a total of 105 teachers, reports the lowest percentage of highly qualified teachers in the state (60.78 percent). It should be noted, however, that both of their schools have made AYP for the last two years.
 - There are 13 designated hard-to-staff schools in Region III. They are located in Caroline (2), Colonial Beach (1), Essex (1), Fredericksburg (2), King and Queen (1), Lancaster (1), Spotsylvania (2), and Westmoreland (3).
 - Additional funds have been targeted to these hard-to-staff schools to improve mentoring programs.
 - Caroline County has been targeted for participation in the Hard-to-Staff Teacher Incentive program. This program provides professional development for all teachers in designated hard-to-staff schools, high quality mentoring, financial assistance to improve working conditions, performance bonuses, and recruitment/retention stipends for teachers meeting high standards related to teacher effectiveness.
 - A turnaround specialist has been assigned to one school in Spotsylvania. The school made AYP the following year after placement and has maintained a successful student achievement record.

- Teach in Virginia targeted divisions in Region III include Colonial Beach, Fredericksburg, King and Queen, Lancaster, Spotsylvania, and Westmoreland.
- A targeted Lesson Study program was implemented in Spotsylvania County to improve the quality of mathematics instruction at the high school level.
- International teachers have been placed in hard-to-fill positions in Fredericksburg and Spotsylvania.

Region II is comprised of several large urban divisions in the Tidewater area, as well as several smaller rural areas, including those on the Eastern Shore. Schools in this region have the highest minority populations in the state and a comparatively large percentage of students from poverty. Data show a slightly lower than average percentage of schools taught by highly qualified teachers and a slightly lower than average percentage of schools making AYP.

- There are 37 designated hard-to-staff schools in Region II. They are located in Accomack (2), Franklin City (1), Hampton City (9), Newport News (8), Norfolk (3), Portsmouth (8), Southampton (2), and Suffolk (4).
 - Additional funds have been targeted to these hard-to-staff schools to improve mentoring programs. Newport News served as a pilot site for the initial implementation of the ETS Pathwise New Teacher Mentoring Program for Hard-to-Staff Schools. Because of the success that was experienced, particularly with teachers in high needs schools, it became one of the approved models for statewide implementation.
 - Franklin City has been targeted for participation in the Hard-to-Staff Teacher Incentive program. This program provides professional development for all teachers in designated hard-to-staff schools, high quality mentoring, financial assistance to improve working conditions, performance bonuses, and recruitment/retention stipends for teachers meeting high standards related to teacher effectiveness.
- A turnaround specialist has been assigned to one school in Portsmouth.
- Teach in Virginia targeted divisions in Region II include Accomack, Franklin City, Hampton, Newport News, Norfolk, Portsmouth, Southampton, and Suffolk.
- International teachers have been placed in hard-to-fill positions in Accomack, Hampton, Isle of Wight, Newport News, Portsmouth, Southampton, Suffolk, Virginia Beach, Williamsburg-James City County, and York.
- Middle school mathematics teacher corps members have been placed in schools in Portsmouth, Virginia Beach, and Williamsburg-James City County.
- Retired teachers have been hired to fill hard-to-staff positions in Portsmouth City.
- Targeted Mathematics-Science Partnership programs have been implemented in Region II high needs schools and divisions to increase the

- number of highly qualified teachers, particularly in the areas of Earth Science, Algebra, and middle school mathematics.
- A specialized leadership grant has been targeted for Newport News in partnership with the Urban Learning and Leadership Center and Old Dominion University.
- School improvement teams from the Partnership for Achieving Successful Schools have been deployed to work with high needs schools in Accomack, Franklin City, Hampton, Newport News, Norfolk, and Portsmouth to assist with the implementation of school improvement initiatives.
- Hampton and Portsmouth cities, in conjunction with university partners, have each been the recipients of grants from the State Agency for Higher Education. Hampton’s program focuses on technology integration and improved instructional delivery skills for middle school teachers, while the program in Portsmouth focuses on middle school science teachers.

Analysis of Progress Toward Highly Qualified Teacher Goal

Attachment C shows the yearly progress that each school division has made toward the goal of 100 percent highly qualified teachers from 2002 to 2005. Table 6.4 below summarizes the data contained in that attachment.

Table 6.4

Analysis By School Division on Progress Toward Highly Qualified Teacher Goal				
	Number of school divisions reaching 100 percent HQT	Number of school divisions with 90-99 percent HQT	Number of school divisions with 80-89 percent HQT	Number of school divisions below 80 percent HQT
2002-2003	1	21	56	53
2003-2004	2	91	32	8
2004-2005	2	103	24	3

Divisions have made significant progress toward the goal of having 100 percent highly qualified teachers over the last three years. In the 2002-2003 school year, nearly half of Virginia’s school divisions had less than 80 percent highly qualified teachers. In 2004-2005, 80 percent of school divisions had 90 to 100 percent of their staff highly qualified.

HQT Analysis by School

Table 6.5 below shows the current status of individual schools toward the goal of 100 percent of classes taught by highly qualified teachers.

Table 6.5

Status of Individual Schools on 100 Percent Highly Qualified Teacher Goal				
	Schools reaching 100 percent HQT	Schools with 90-99 percent HQT	Schools with 80-89 percent HQT	Schools below 80 percent HQT
Number	741	846	185	42
Percent	40.85%	46.64%	10.20%	2.32%

While the majority of individual schools have at least 90 percent highly qualified teachers on staff, several schools face significant challenges in attracting and retaining highly qualified teachers. Virginia’s data system allows for the identification of these schools and the specific challenge areas so that appropriate targeted assistance may be provided.

Comparison of Classes Taught By Highly Qualified Teachers by Region

Tables 6.6 and 6.7 below show the percentage of classes taught by highly qualified teachers in each of Virginia’s superintendents’ regions at the elementary and middle/secondary levels. The middle/secondary data display distribution by subject area.

Table 6.6

Distribution of Highly Qualified Teachers at the Elementary Level by Region								
State	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
97.75	99.01	96.83	94.44	97.39	98.99	98.24	99.13	95.89

Table 6.6

Distribution of Highly Qualified Teachers at the Middle/Secondary Level by Region and Subject Area									
Subject	State	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII
English	98.27	99.05	98.59	98.69	98.23	98.00	97.75	97.80	93.93
Math	95.28	96.57	95.19	93.10	95.70	96.91	94.14	97.87	81.87
Science	94.87	97.07	93.49	94.21	96.11	95.98	93.84	92.30	87.06
Social Science	96.94	96.74	96.25	97.75	98.14	97.45	96.62	96.17	90.81
Foreign Language	96.90	98.92	96.68	94.49	97.34	95.66	96.71	97.43	93.23
Music K-12	98.18	98.91	97.53	97.26	98.84	97.55	99.71	97.52	96.20
Art K-12	98.8	99.42	99.42	78.82	98.31	96.57	99.07	97.75	73.78
Special Ed. K-12	95.69	98.03	96.48	95.77	94.67	98.68	97.57	93.34	82.16

Region VIII has the greatest needs for highly qualified teachers in most grade levels and core content areas, followed by Region III. At the state level, the primary areas of need are in Mathematics, Science, and Special Education. Attachment A contains information related to the specific strategies Virginia has developed to address content area needs.

Conclusions:

Current data indicate that the distribution of highly qualified teachers in high-poverty, high-minority schools is generally equitable; however, efforts must be continued to maintain the current efforts so that all students in the Commonwealth are taught by highly qualified and highly effective teachers. Current data indicate that students in high-poverty and high-minority schools are not being taught by inexperienced teachers at a higher rate than other students; however, as large numbers of veteran teachers retire, it is important to continue the support for high quality mentoring programs in the state, particularly at high-needs schools. Additionally, current efforts to target programs for new teachers

toward particular regions and divisions with large numbers of inexperienced teachers should be continued. To address gaps in the percentages of high-minority and high-poverty schools achieving AYP, additional emphasis must be given toward teacher preparation, professional development and specialized training for teachers working in high-needs schools.

C. Strategies to Address Inequities in Teacher Assignments

Virginia has designed and implemented a host of targeted programs that are designed to assist high-poverty, high-minority, and low-performing schools in efforts to ensure equitable distribution of highly qualified teachers. While data indicate that Virginia is making progress in the equitable distribution of teachers, it is imperative that efforts are continued to maintain and make additional improvements so that all students are taught by highly-qualified and highly effective teachers. These strategies are outlined in the Equity Plan that follows, starting on page 29. Current data indicate that there is a particular need for more professional development and specialized training in high-poverty and high-minority schools to ensure student success.

The equity plan includes the recommended components from the Council of Chief State School Officers (CCSSO) template along with brief descriptions of strategies that have been designed to address these elements, including 1) data systems; 2) teacher preparation and out of field teaching; 3) teacher recruitment and retention; 4) professional development and specialized training; and 5) research, evaluation, and policy coherence. Appendix A provides additional details related to each of the strategies, including the targeted equity area, research related to the probable success of each strategy or actual impact data that has been collected, implementation and evaluation timelines, and how each strategy is measured and reported.

Programs to address teacher equity issues for schools in poverty include the following.

- Hard-to-Staff Teacher Incentive Program
- State Agency for Higher Education Competitive Grants (Title II, Part A)
- Federal Teaching Loans
- Teach in Virginia
- Teacher Incentive Fund (proposed)
- Priority funding for National Board Certification
- CORE Training for Reading First

Programs to address teacher equity for schools with high minority populations include the following:

- State Agency for Higher Education Competitive Grants (Title II, Part A)
- Teach in Virginia
- Hard to Staff Teacher Incentives
- Teacher Incentive Fund (proposed)
- Priority funding for National Board Certification

Programs to address teacher equity related to inexperienced teachers include the following:

- Hard-to-Staff Mentoring (additional funding to hard-to-staff schools for high quality mentoring. This is in addition to mentoring funds provided to all schools in the state by the General Assembly.)
- Hard-to-Staff Teacher Incentive Program
- State Agency for Higher Education Competitive Grants (Title II, Part A)
- Online New Teacher Mentoring Pilot
- Clinical Faculty Funding
- Career Switcher Mentoring
- Pathways to Teaching

Programs designed to address teacher equity related to student achievement, targeted toward high needs schools include the following:

- Virginia Middle School Math Teacher Corps
- Content Academies for Special Education and Regular Education Teachers
- Priority funding for National Board Teacher Certification in high needs schools
- Turnaround Specialist Program
- Hard-to-Staff Teacher Incentive Program
- State Agency for Higher Education Competitive Grants (Title II, Part A)
- Mathematics-Science Partnership Grants
- Teacher Incentive Fund proposal to the United States Department of Education
- Priority funding for National Board Certification
- Leadership Development Competitive School Division Grants
- Leading from the Middle Program
- School Support Teams
- CORE Training for Middle School Teams
- English Language Learners Academies

Programs designed to address teacher equity related to hard-to-fill subject areas for high needs schools and school divisions include the following:

- Virginia Middle School Math Teacher Corps
- Career Switcher Program
- Supply and Demand Report
- Teach Virginia Job Bank and Electronic Hiring Hall
- Virginia Teaching Scholarship Loan Program
- Virginia's Become One Campaign (Special Education)
- Hard-to-Staff Teacher Incentive Program
- Experiential Learning Credit Program
- Incentive Based Funding for Teacher Preparation Programs
- State Agency for Higher Education Competitive Grants (Title II, Part A)
- Mathematics-Science Partnership Grants
- Virtual AP School
- Teach in Virginia
- Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP)

- Special Education Regional Training Grants
- Visiting International Faculty
- Rehiring Retired Teachers in Critical Shortage Areas

Programs designed to increase the pool of teaching candidates include the following:

- Teachers for Tomorrow
- Teachers of Promise
- Great Virginia Teach-In
- Teach in Virginia

Programs designed to address regional equity issues include the following:

- NCLB Partnership Center
- Lesson Study (Mathematics)
- Mathematics and Science Partnership Programs
- Teach in Virginia
- T/TAC Centers (Special Education and School Improvement focus)
- Geospatial Instructional Applications Training
- Regional Special Education Grants
- English Language Learners Academies

D. Evidence of Probable Success in Addressing Inequities in Teacher Assignments

When Virginia began its concerted efforts to address teacher quality and ensure the equitable distribution of highly qualified teachers, national research clearly indicated that students in high-poverty, high-minority schools were more likely to have inexperienced, out-of-field, or fewer highly qualified teachers than other students. Recognizing these findings, Virginia has developed several programs to assist identified high needs schools in attracting and retaining highly qualified teachers and to target initiatives to reduce gaps between high-poverty, high minority, low-achieving schools and other schools in the state. Data are compiled and analyzed annually to ensure that schools needing assistance are identified and targeted.

Before any program is implemented in Virginia, extensive research is conducted to determine the likelihood of success, particularly for the targeted high needs school divisions. The research related to the probable success and/or actual impact data is available for each of the strategies. It has been included in the comprehensive description tables for each of the programs in Appendix A.

Research to support over-arching efforts is provided below.

Research to support hard-to-staff incentive programs:

This program is designed to address several issues in targeted schools: recruitment of high quality teachers in hard-to-fill areas; retention of highly effective teachers; professional development of all teachers; mentoring and induction for new teachers; and improved working conditions. Research that supports the goals of this program can be found in the following studies:

Learning Point Associates. *Quality Teaching in At-Risk Schools: Key Issues - Financial Incentives*. Available online at <http://www.tqsource.org/strategies/atrisk/Financial.pdf>

Levin, J. & Quinn, M. (2003). *Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms*. New York, NY: The New Teacher Project. Available online at: <http://www.tntp.org/docs/reportfinal9-29.pdf>
National Commission on Teaching and America's Future (January 2003). *No Dream Denied: A Pledge to America's Children*. Washington, D.C. Available online at: http://www.nctaf.org/documents/no-dream-denied_full-report.pdf

National Partnership for Teaching in At-Risk Schools. (2005) *Qualified Teachers in At-Risk Schools: A National Imperative*. Washington, D.C. Available online at <http://www.ncrel.org/quality/partnership.pdf>

Prince, C. (2003). *Higher Pay in Hard-to-Staff Schools: The Case for Financial Incentives*. Lanham, MD: Scarecrow Press. Inc.

Southeast Center for Teaching Quality. (2004) *Teacher Working Conditions are Student Learning Conditions: A Report to Governor Mike Easley on the 2004 North Carolina Teacher Working Conditions Survey*. Chapel Hill, NC. Available online at: http://www.teachingquality.org/pdfs/TWC_FullReport.pdf

Strong, Michael. (December 2005). *Mentoring New Teachers to Increase Retention: A Look at the Research*. Santa Cruz, CA: New Teacher Center. Available online at: <http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf>

Walsh, K. & Tracy, C. (undated) *Increasing the Odds: How Good Policies Yield Better Teachers*. Washington, D.C. National Council on Teacher Quality.

Research to support high quality mentoring programs:

Center for Teaching Quality. (June 2006). *Why Mentoring and Induction Matters and What Must Be Done for New Teachers*. Available online at http://www.teachingquality.org/pdfs/bb_induction_essay.pdf

Learning Point Associates. *Quality Teaching in At-Risk Schools: Key Issues – Induction/Mentoring/Supporting New Teachers*. Available online at: <http://www.tqsource.org/strategies/atrisk/Induction.pdf>

Levin, J. & Quinn, M. (2003). *Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms*. New York, NY: The New Teacher Project. Available online at: <http://www.tntp.org/docs/reportfinal9-29.pdf>

Strong, Michael. (December 2005). *Mentoring New Teachers to Increase Retention: A Look at the Research*. Santa Cruz, CA: New Teacher Center. Available online at: <http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf>

Villar, A. (2004). *Measuring the Benefits and Costs of Mentor-Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement*. Santa Cruz, CA: New Teacher Center.

Research to support improving working conditions in high-needs schools and impact on teacher equity:

Learning Point Associates. *Quality Teaching in At-Risk Schools: Key Issues – Improving the Working Conditions of Teachers*. Available online at: <http://www.tqsource.org/strategies/atrisk/Environment.pdf>

Prince, C. (January 2002). *The Challenge of Attracting Good Teachers and Principals to Struggling Schools*. Arlington, VA: American Association of School Administrators. Available online at http://staging.aasa.cms-plus.com/files/PDFs/Policy/challenges_teachers_principals.pdf

Southeast Center for Teaching Quality (2004) *Teacher Working Conditions are Student Learning Conditions: A Report to Governor Mike Easley on the 2004 North Carolina Teacher Working Conditions Survey*. Chapel Hill, NC. Available online at: http://www.teachingquality.org/pdfs/TWC_FullReport.pdf

Research to support improved hiring practices in high needs schools:

Learning Point Associates. *Quality Teaching in At-Risk Schools: Key Issues – Hiring and Placement Practices*. Available online at: <http://www.tqsource.org/strategies/atrisk/Hiring.pdf>

Research to support improved leadership at high needs schools:

Learning Point Associates. *Quality Teaching in At-Risk Schools: Key Issues – Building the Capacity of School Leaders to Support Teachers*. Available online at: <http://www.tqsource.org/strategies/atrisk/Leadership.pdf>

Prince, C. (January 2002). *The Challenge of Attracting Good Teachers and Principals to Struggling Schools*. Arlington, VA: American Association of School Administrators. Available online at http://staging.aasa.cms-plus.com/files/PDFs/Policy/challenges_teachers_principals.pdf

E. State Monitoring of Equitable Teacher Assignments

Virginia monitors school divisions in relation to equitable teacher distribution in the following ways:

- Each spring, divisions are notified about their progress toward meeting the goal of having 100 percent highly qualified teachers. A sample verification report is provided in Attachment B.
- Each school division must outline specific steps for attaining the 100 percent goal of highly qualified teachers in the annual individual or consolidated grant application for federal funding through Title II, Part A.

- Through Title II, Part A, federal monitoring, school divisions must detail how they are addressing teacher equity issues within each division. School divisions must provide evidence for the indicator on the federal program monitoring protocol document:

Area 2: Teacher Quality, Indicator 5: “How does the division ensure that students in high-poverty and/or high-minority schools have equitable access to highly qualified, experienced teachers?”
- The Virginia Department of Education collects detailed information on teacher assignments, qualifications, and experience through the annual Instructional Personnel Data Collection. These data are compiled into detailed reports that allow school divisions to determine areas of inequitable distribution and take necessary steps to address the inequity. See Attachment B for an example of a school level IPAL report. Reports are also available by division.
- The Virginia Department of Education will continue to provide technical assistance to school divisions on research-based methods likely to improve teacher recruitment, retention, and preparation to provide equitable distribution of highly qualified teachers. Strategies are shared related to methods used in divisions sharing similar characteristics.

Virginia's State Equity Plan

Virginia's Plan to Ensure Equitable Distribution of Highly Qualified Teachers

July 7, 2006, Revised September 29, 2006

Research studies have been conducted regarding the critical role that a teacher has on a student's academic achievement. Longitudinal studies from Tennessee and Texas have shown that students entering school with similar achievement levels have significantly different outcomes three years later depending on the quality of teachers to whom the students are assigned. It may be possible to compensate for the assignment of one ineffective teacher in a child's schooling; however, if students are assigned to several ineffective teachers consecutively, it may take years to overcome the effects. [Source: <http://www.heartland.org/pdf/21803a.pdf>.]

For students from poverty or from backgrounds that do not provide additional supports, the problem becomes more acute. Recently, Education Trust published *Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality*, outlining research findings that poor and minority students are the ones most likely to be assigned to inexperienced or ineffective teachers. [Source: <http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf>]. For these students, it is critical that efforts are made to focus attention on this issue to meet the needs of all students and offer the necessary experiences to ensure that all students are provided with an opportunity to reach their potential. In 2002, Virginia began with the development of a comprehensive plan to address the need for high quality teachers for all students in the Commonwealth.

The work begun in 2002 resulted in the publication of the report "*Stepping Up to the Plate... Virginia's Commitment to a Highly Qualified Teacher in Every Classroom*" which is provided in Attachment F. The report provided an outline of specific strategies that should be implemented to address teacher equity issues. The goal of the report, authored by the Committee to Enhance the K-12 Teaching Profession in Virginia, was to present a blueprint to attract, develop, and retain skilled, talented, and diverse individuals into teaching.

The current revised equity plan details the programs that have been developed, the implementation status, and plans for the future, particularly targeting high-poverty and high-minority schools that are faced with challenges in teacher quality and student academic achievement. In keeping with the recommendations of the "*Stepping Up to the Plate*" report, the following goals are included in the revised equity plan:

- Data and Reporting Systems
- Teacher Preparation and Addressing Out of Field Teaching
- Teacher Recruitment and Retention
- Professional Development and Specialized Knowledge
- Policy Coherence and Plans to Design and Evaluate Teacher Quality Initiatives

In the tables that follow, descriptions of programs to address strategies for each goal are outlined. Because programs were developed to address multiple goals and strategies, they are listed under each applicable strategy; however, the description is only listed

once. Comprehensive descriptions of each program, along with funding sources, timelines, and current impact data or expected impact, are provided alphabetically in Attachment A.

Goal 1: Data Systems

Over the last several years, Virginia has made significant progress in implementing quality data systems related to the goal of ensuring that all teachers in the Commonwealth are highly qualified. In response to Virginia’s 2002 plan to ensure teacher quality, *Stepping Up to the Plate...Virginia’s Commitment to a Highly Qualified Teacher in Every Classroom*, data systems were created and implemented to address the challenge of access to statewide data. One of the primary challenges related to teacher quality identified in the 2002 report was ensuring an adequate quantity of highly qualified teachers for Virginia’s classrooms, while also tracking teacher quality and equitable distribution data. A request was made for the Commonwealth to increase and track the number of individuals who entered and remained in the teaching profession to assist in staffing schools with adequate numbers of qualified teachers. To date, a statewide data collection system has been implemented and is used to drive decision making for teacher quality as well as recruitment and retention. A statewide student information system will allow student achievement data to be tracked by teacher, and the TEAL II system is designed to track teachers’ career paths from preparation to retirement. These data systems are critical so that current inequities can be identified and addressed.

Expected Outcomes of Data and Reporting Systems:

- *Identify teacher shortage areas and address before becoming critical shortage areas.*
- *Identify and target schools, divisions, and regions with teacher quality and student performance disparities to ensure equitable distribution of highly qualified teachers and to effectively target programs.*
- *Increase teacher diversity and retention.*
- *Streamline recruitment and licensure processes.*
- *Increase and offer more varied career growth and development opportunities.*
- *Identify factors impacting teacher quality and student learning.*

Goal 1: Data and Reporting Systems	
Strategy 1: Collect data on qualifications and preparation of Virginia instructional personnel, including factors affecting teacher retention and effectiveness.	
Instructional Personnel Reporting (IPAL) System Report <p style="text-align: center;"><i>Implemented</i></p>	The Instructional Personnel Reporting System was created as a result of the plan to develop a comprehensive database in Virginia. This was one component developed in response to the “ <i>Stepping Up to the Plate... Virginia’s Commitment to a Highly Qualified Teacher In Every Classroom</i> ” report from the Committee to Enhance the K-12 Teaching Profession in Virginia. This Web-based program allows for the secure transmission of data related to teacher quality indicators and produces reports for school divisions by individuals, schools, and school divisions to show the highly qualified and licensure status of instructional

<i>Program/Status</i>	<i>Brief Overview</i>
	personnel. This system allows schools and school divisions to ensure equitable distribution of highly qualified teachers and target professional development programs. A sample report is provided in Attachment B.
Teacher Education and Licensure System (TEAL I) <i>Implemented</i>	The TEAL I system was designed as a result of suggestions made in the state's 2002 " <i>Stepping Up to the Plate Report</i> " to improve data systems related to licensure. Since its implementation in 2003, the TEAL I system has processed over 60,000 licensure actions annually. The turnaround time for processing licenses has been decreased substantially. One hundred (100) percent of school divisions in Virginia are currently using TEAL I.
Teacher Licensure Query <i>Implemented</i>	This searchable online system, began in February 2004, provides users with current licensure and endorsement information on all personnel with an active Virginia license. It is available to the public through the Virginia Department of Education Web site at: https://eb01.vak12ed.edu/tinfo . The system provides each individual the type of license held, the expiration date, endorsements on the license, and the highest degree reported to the Virginia Department of Education.
Strategy 2: Collect data regarding the supply and demand of potential teachers and predict critical shortage areas.	
Supply and Demand Report <i>Implemented</i>	This report is compiled each biennium, based on data collected from school divisions. For 2005-2006, the following areas comprised the top 10 critical shortage teaching areas in Virginia: 1) Science (earth science); 2) Mathematics; 3) Special Education; 4) Career and Technical Education; 5) History and Social Science (grades 6-12); 6) Elementary Education, preK-6 (serious shortage in grade 5); 7) Health and Physical Education, preK-12; 8) Reading Specialist; 9) English as a Second Language; and 10) Computer Science. This list is used to target and approve new initiatives provided by the Virginia Department of Education and applicable federal competitive grants. These reports are available on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/newvdoe/teached.html
Teacher Education and Licensure System (TEAL II) <i>In Development</i>	The TEAL II system has been designed to provide detailed information related to teacher preparation programs and to assist policymakers with the tracking of longitudinal data related to a variety of teacher quality indicators. It will provide information to assist in analyzing trends related to teacher placement, recruitment, retention, and effectiveness of teacher preparation programs. The first pilot began June 2006, and full implementation is expected in January 2007.
Strategy 3: Collect data on teacher salaries by division.	
Salary Survey <i>Implemented</i>	The 2006 General Assembly passed legislation that established a goal for salaries of Virginia public school teachers to equal or surpass the national average salary for public school teachers. School divisions are surveyed annually to ascertain salaries for principals, assistant principals, and teachers. This information is included in the

<i>Program/Status</i>	<i>Brief Overview</i>
	<p>Superintendent's Annual Report, Table 19, which is posted on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/Publications/rep_page.htm. An analysis of the data for the 2004-05 school year shows that the average salary for teachers working in divisions with hard-to-staff schools is \$41,083, while the average salary for teachers working in divisions not having hard-to-staff schools is \$41,265. The analysis does not indicate that there are overall salary discrepancies between high and low needs school divisions. In 2000, Virginia ranked fifth on average teacher salaries among the 16 member states of the Southern Regional Education Board (SREB). In 2005, the SREB salary comparison chart reported that Virginia moved up to third place (\$44,763), behind Delaware (\$50,869) and Georgia (\$46,526).</p>
<p>Strategy 4: Develop state teacher data systems that allow teacher qualifications to be linked to student achievement.</p>	
<p>Educational Information Management System (EIMS)</p> <p><i>Implemented</i></p>	<p>The purpose of this project is to provide a state-level education information management system (EIMS) that will enable the Virginia Department of Education to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information. This is a comprehensive student database that includes various student data using a unique identifier and tracks students throughout their school career. Included are data related to course assignments, achievement, and discipline. A variety of reports are available to key personnel at the school, division, and state level to track student performance to the classroom level and provide detailed disaggregated results in order to assist leaders in making informed instructional decisions. All school divisions entered student data into EIMS during the 2004-05 school year. Ongoing training will continue to be provided to assist division leaders in the effective use of the information for school improvement. Further information may be obtained on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/Technology/EIMS.</p>
<p>Strategy 5: Establish a statewide job bank to serve as a repository for teacher applications from all over the US and abroad to increase the pool of highly qualified teacher candidates.</p>	
<p>Teach Virginia Electronic Job Bank and Hiring Hall</p> <p><i>Implemented</i></p>	<p>The Web-based tool allows teachers to post their résumés and school divisions to query for teachers throughout the state, nation, and abroad. The tool became available to all school divisions in March 2005. One month after Virginia's Electronic Job Bank was unveiled, 77 percent of Virginia's school divisions were using the service. Currently, 98 percent (21 percent increase) of Virginia's school divisions are using the service. The statewide membership provides equity among all school divisions to access to this teacher recruitment resource, but is particularly useful for many of the smaller, rural divisions in the state.</p>

Goal 2: Teacher Preparation and Out of Field Teaching

To ensure a quality education for all students, particularly minority students and those from poverty, high quality teacher preparation programs must be in place. Virginia has worked closely with institutions of higher learning to align teacher competencies and coursework requirements with student academic standards. Each program is monitored on an annual basis to ensure quality and rigor. Through careful analysis of data related to teacher quality, Virginia has implemented many targeted programs to assist high needs schools and increase the pool of highly qualified teachers. This helps to ensure the equitable distribution of highly qualified and experienced teachers to poor and minority schools.

Expected Outcomes of Teacher Preparation and Out of Field Initiatives:

- *Increase number of highly qualified teachers in critical shortage teaching areas, particularly to assist high needs schools and divisions.*
- *Create teacher preparation programs that have well-structured systems to assess program effectiveness and evaluate candidate performance in the first three years of teaching.*
- *Increase number of positions filled with highly qualified teachers, particularly in high needs schools and divisions.*
- *Increase number of middle and high school students interested in teaching.*
- *Increase number of candidates applying to enter teacher preparation programs.*

Goal 2: Teacher Preparation and Addressing Out of Field Teaching Issues	
Strategy 1: Create scholarships, loans, and incentive programs to attract teachers to high-poverty, low-performing schools.	
<i>Program/Status</i>	<i>Brief Overview</i>
Virginia Teaching Scholarship Loan Program (VTSLP) <p style="text-align: center;"><i>Implemented</i></p>	The Virginia General Assembly enacted the Virginia Teaching Scholarship Loan Program (VTSLP) as an incentive for students interested in pursuing a teaching career in a critical shortage teaching area. Students who participate in the VTSLP are expected to teach in the public schools of Virginia in the critical shortage teaching field to repay the amount of the award. Students who do not teach must establish a repayment schedule through the Division of Finance and Accounting in the Virginia Department of Education. Students targeted for the program include those who transfer from one of Virginia’s community colleges into a teacher preparation program. For the 2004-2006 biennium, funds in the amount of \$558,000 each year were appropriated. One hundred seventy (170) scholarships were awarded to individuals representing 35 institutions of higher education for 2005-2006. Particular emphasis is placed on attracting men at the elementary school level and minorities in all teaching areas, by giving eligible candidates priority.

Program/Status	Brief Overview
Virginia's Become One Campaign <i>Implemented</i>	Goals of this grant include the establishment of a network of skilled professional development instructors to provide assistance to teachers working with special needs students and to improve recruitment and retention of special education professionals. In 2005-2006, twenty-three unique tuition assistance programs were offered to special educators. These programs are detailed on the Virginia Department of Education Web site at: http://www.teachvirginia.org/becomeone/tuition.cfm . All special education endorsement areas have been among the top three critical shortage teaching areas in Virginia for the past seven years. In the past three years, there has been an average 13 percent increase of special educators holding valid conditional or provisional licenses. According to an informal review of special education licenses, over 30 percent of all special educators holding a valid license are at or near retirement age.
Turnaround Specialist Program <i>Implemented</i>	The Turnaround Specialist Program is an executive education and school leadership program designed to develop a cadre of school administrators who are trained to turn around consistently low-performing schools by using principles of business and education management. Successful Turnaround Specialists who meet targets agreed upon by the school division and the state receive incentives which include bonuses of \$5,000 after initial training, a salary differential of \$8,000 after the first year, and \$15,000 in years two and three. Schools eligible to receive a Turnaround Specialist were those accredited with warning for two or more consecutive years and/or Title I schools in year two of school improvement. Seven of 10 schools made adequate yearly progress (AYP) in the first year of the program.
Virginia Middle School Mathematics Teacher Corps <i>Implemented</i>	The Middle School Mathematics Teacher Corps was developed to assist hard-to-staff middle schools in attracting highly effective mathematics teachers to work in low-performing schools to assist teachers in instructional strategies to improve student achievement. For the 2005-06 school year, 25 teachers were placed into 19 hard-to-staff schools around the state. Specialized training has been designed for the teacher corps members, and ongoing data will be collected related to effectiveness.
Hard-to-Staff Incentives Project <i>Implemented</i>	This two year pilot project offers incentives to attract and retain licensed, highly qualified, experienced teachers in hard-to-staff schools, especially in middle and high schools. Additionally, incentives are offered to the faculty of schools that succeed in raising student achievement. The project began in fall 2004 in two divisions that traditionally have had difficulty hiring and retaining highly qualified teachers. The Commonwealth provided a one-time hiring incentive of \$15,000 to teachers who met defined criteria and agreed to remain for three years. After the first year of the pilot the attrition rate in the urban division dropped from 40 to 19. In the rural division,

Program/Status	Brief Overview
	teacher attrition went from 13 to 17 but six of those were because of certification issues. Both divisions were able to use the recruitment incentive to hire highly qualified teachers of science and mathematics.
Strategy 2: Establish grow-your-own programs to encourage middle and high school students to pursue teaching careers in high-need schools.	
Teachers for Tomorrow <i>Implemented</i>	Virginia initiated the <i>Teachers for Tomorrow Program</i> and the <i>Teachers for Tomorrow Student Institute</i> to promote interest in teaching among high school students. The <i>Teachers for Tomorrow Program</i> is a year-long, high school course that allows students to explore the teaching career. <i>The Teachers for Tomorrow Institute</i> , a full-day educational forum, is the culminating activity for course participants statewide. The program began with five pilot schools in 2003-2004. In 2005-2006, the program was active in all eight of the superintendent's study regions with 63 schools participating and a total of over 900 students enrolled statewide. The program was created as a result of studies which indicate that the state only produces 70 percent of the teachers that are needed each year to fill vacancies.
Teachers of Promise <i>Implemented</i>	The Teachers of Promise (TOP) institute represents a recruitment effort to encourage outstanding teacher candidates from the 37 colleges and universities with approved teacher education programs to remain in Virginia. During the past three years, approximately 435 teacher candidates representing 36 colleges and universities, 35 mentors, 40 deans, directors, and institutional representatives, Virginia Department of Education personnel, and nationally prominent educators have participated in the Teachers of Promise Institute. The institute was designed to provide an opportunity for veteran educators who have been recognized locally, statewide, and nationally for their professional commitment and achievements to collaborate and serve as mentors for future educators.
Strategy 3: Expand and support high-quality alternative route programs.	
Career Switchers <i>Implemented</i>	The Career Switcher Alternative Route to Licensure Program was created in response to a resolution endorsed by the 1999 General Assembly. The General Assembly requested the Board of Education to study alternative licensure programs and models in other states and develop an alternative pathway to teaching for individuals who have not completed a teacher preparation curriculum but have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in pre-K through grade 12. During the 2000 session of the General Assembly, funds were appropriated to develop and pilot the first Career Switcher Program. For the first four years of the program, 465 candidates were issued an eligibility license.
Experiential Learning Credit <i>Implemented</i>	The program was developed to provide another alternative route to licensure. This option provides an alternate route to licensure for diverse and older applicants who have strong educational backgrounds with experiences in other occupations to become teachers. This

<i>Program/Status</i>	<i>Brief Overview</i>
	program attracts career switchers who have learned content through education and experiences.
Strategy 4: Develop an incentive-based funding system that recognizes and rewards teacher preparation programs that are responsive to school divisions' needs and demonstrate the effectiveness of program completers in enhancing student learning.	
Incentive Based Funding Programs <i>Implemented</i>	The funding initiative provides incentives for teacher preparation programs that increase the number of teacher education graduates in the state's critical shortage areas, particularly mathematics, chemistry, earth science, reading, Spanish, middle grades, library media, music education, special education, technology education, and English, and to assist in priority placement toward high-needs schools.
Strategy 5: Create targeted teacher preparation programs.	
State Agency for Higher Education (SAHE) Title II, Improving Teacher Quality Grants <i>Implemented</i>	The State Council of Higher Education grants are funded on a competitive basis to universities each year to improve teacher quality, particularly in identified high needs schools. Details regarding each of the targeted programs for 2005-2006 may be found in Attachment A on pages A-87 and A-88.
Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP) <i>Implemented</i>	The primary goal of this grant is to provide high quality special education courses leading to endorsements in special education to identified individuals throughout Virginia, targeting the following: <ul style="list-style-type: none"> • Teachers holding a valid conditional license in special education; • School personnel holding a bachelor's degree and seeking special education endorsements; and • School personnel holding a transferable associate's degree and seeking special education endorsements. <p>The coursework is delivered to over 33 sites across Virginia via Old Dominion University's satellite televised instruction network, providing participants with coursework leading to endorsements in learning disabilities, emotionally disturbance, and mental retardation.</p> <p>Approximately 900 special educators have completed full licensure in learning disabilities, mental retardation, and/or emotional disturbance representing 93 public school divisions and have enhanced the education of more than 16,000 students with disabilities. The courses are structured in traditional and compressed formats, which have allowed over 360 CSEEP finishers to complete additional course work and receive masters' degrees in special education.</p>
Special Education Regional Teacher Training Grants <i>Implemented</i>	The purpose of this initiative is to provide incentives for institutions of higher education and school divisions that will strengthen teacher education and ensure that all middle and high school students with disabilities have teachers who are highly qualified. Funds provided participation for approximately 2,400 special education teachers

<i>Program/Status</i>	<i>Brief Overview</i>
	pursuing requirements to meet the highly qualified definition. Programs were provided in each of the eight superintendent's study group regions across Virginia.
Strategy 6: Target intensive professional development to out-of-field teachers in high-poverty, low-performing schools.	
Hard-to-Staff Incentives Project <i>Implemented</i>	See Strategy 2 above.
Mathematics/Science Partnership Grant <i>Implemented</i>	For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i> . The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics. Details related to the funded programs and targeted school divisions may be found in Attachment A on pages A-38 to A-55.
Content Academies for Special Education and Regular Education Teachers <i>Implemented</i>	For the past two years, week-long core content academies for general and special education teachers have been provided to teachers at the secondary level in the areas of algebra, earth science, reading, writing, civics, economics, and U.S. History 1877-present. In conjunction with James Madison University, these academies have been designed to assist teachers in obtaining highly qualified status and to improve instructional delivery and provide additional content knowledge. Priority is given each year to low performing schools in each content area as well as schools participating in the National Governor's Association Honor School Grant program. During the three years that the institutes have been offered, 556 teachers have participated, with enrollment figures increasing each year.

Goal 3: Teacher Recruitment and Retention Initiatives

Virginia faces challenges in filling all its teaching positions. In the publication “*Stepping Up to the Plate*,” the severity of Virginia’s impending teacher shortage was described as follows: “Virginia faces a severe shortage of teachers. From 2000 to 2015, the Commonwealth’s supply of teachers is expected to show a four percent decline while its student population is expected to grow by four percent. Using today’s student and teacher populations, this equates to approximately 3,400 fewer teachers for 76,000 additional students.” Most highly qualified teachers are attracted to schools able to pay higher salaries and offer better working conditions, thus leaving poorer schools unable to compete effectively. Programs must be developed that will attract and retain the most highly qualified teachers to work in challenging schools. Recognizing the critical role that high quality mentoring programs play to assist new teachers to transition into their roles, Virginia mandates that every school division institute a new teacher mentoring program and provides funding. Hard-to-Staff school divisions are provided with additional funding to implement more specialized mentoring programs approved by the state. Programs such as Teach In Virginia have been implemented to assist high needs divisions in filling critical shortage areas.

Expected Outcomes of Teacher Recruitment and Retention Initiatives:

- *Increase number of highly qualified teachers for high needs schools and divisions*
- *Increase number of highly qualified individuals licensed and teaching in Virginia.*
- *Increase Virginia’s average teacher salary.*
- *Decrease teacher turnover, particularly in high needs schools and divisions.*
- *Encourage adequate compensation systems to retain teachers.*

Goal 3: Teacher Recruitment and Retention	
Strategy 1: Establish scholarships, loans, and forgivable loans to channel teachers of hard-to-fill subjects toward high-need schools.	
<i>Program/Status</i>	<i>Brief Overview</i>
Federal Teaching Loans <i>Implemented</i>	Each year the Virginia Department of Education electronically posts the <i>Directory of Designated Low-Income Schools for Teacher Cancellation Benefits</i> . The directory lists, by school year, schools in each state or territory that qualify as serving students from low-income families and is posted under the “Canceling a Perkins Loan” and “Cancellation for Stafford Loans” link at: http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying
Virginia Teaching Scholarship Loan Program (VTSLP) <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.
Virginia’s Become One Campaign <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.

Strategy 2: Work in partnership with institutions of higher education to train already licensed teachers to become certified in high-need subject areas.	
<i>Program/Status</i>	<i>Brief Overview</i>
State Agency for Higher Education (SAHE) Title II, Improving Teacher Quality Grants Implemented	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 5.
Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP) Implemented	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 5.
Mathematics/ Science Partnership Grant Implemented	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 6.
Strategy 3: Establish formal arrangements that enable divisions to recruit and hire qualified teachers of hard-to-fill subjects and specializations.	
Great Virginia Teach-in Implemented	The Great Virginia Teach-in is a recruiting and information fair designed for teachers considering a career move to Virginia, students enrolled in teacher preparation programs, liberal arts students considering teaching as a career, and professionals in other fields who are interested in making a move into a teaching career. The Great Virginia Teach-in was developed to assist all school divisions in Virginia, especially those in the more remote areas of the state, reach their hiring targets of highly qualified teachers. Over the last three years, more than 8,490 prospective teachers attended the Great Virginia Teach-in.
Teach In Virginia Implemented	In 2003, through a two-year United States Department of Education grant, the Virginia Department of Education partnered with the New Teacher Project to implement <i>Teach in Virginia</i> to recruit highly qualified candidates to teach in rural school divisions. Now in its third year, <i>Teach in Virginia</i> continues to serve the recruitment needs of the state by recruiting outstanding individuals to teach in high-need subject areas for 48 hard-to-staff public school divisions throughout the Commonwealth. The mission of the program is to recruit, screen, and refer highly qualified candidates within subject areas that have shown a persistent need for excellent teachers. Candidates are given the opportunity to apply to several divisions at once, and school divisions are able to connect with highly qualified applicants that they may not attract with their existing strategies. <i>Teach in Virginia</i> tracks both quantitative and qualitative data each year, and the data is used to establish future program goals and strategies. Year three data will be available Fall 2006. Of the participating school divisions, 83 percent

<i>Program/Status</i>	<i>Brief Overview</i>
	indicate that <i>Teach in Virginia</i> is their most successful recruiting effort, and 95 percent strongly agree that the candidates hired through this effort have been of high quality.
Visiting International Faculty Program (VIF) <i>Implemented</i>	The Visiting International Faculty Program is the largest cultural exchange program for teachers and schools in the United States. The program offers "highly qualified" teachers from around the world the opportunity to serve as teachers and cultural ambassadors in the United States. It provides U.S. schools with world-class teachers. The teachers work in the U.S. for up to three years and then return home to share their international experiences with students and colleagues in their countries. (Source: VIF Web Site: http://www.vifprogram.com). In the 2005-2006 school year, 37 school divisions in Virginia employed 254 teachers from the VIF program. Priority is given to hard-to-staff schools.
Strategy 4: Create financial incentives to help divisions attract teachers of hard-to-fill subjects to high-need schools.	
Teacher Incentive Fund Grant <i>In Development</i>	The Virginia Department of Education has submitted an application to the United States Department of Education to seek funding through the Teacher Incentive Fund Grant to develop and implement performance-based teacher and principal compensation systems in high-need schools. Based on 2005-2006 data, there are 29 school divisions (57 schools) that will be targeted for participation if Virginia is awarded funding.
National Board Certified Teachers' Priority Funding <i>Implemented</i>	Virginia provides \$75,000 annually for grants to assist teachers in seeking National Board Certification. Virginia has also been provided federal funding for grants, and many Virginia school divisions assist teachers with the cost of the application fee. Virginia has provided an initial bonus of \$5,000 to National Board Certified teachers, with a continuing award of \$2,500 annually for the life of the license. To date, the General Assembly has granted funding to allow for the full awards of these bonuses and continuing awards. Teachers in Virginia's hard-to-staff schools receive priority funding for the application process involved in attaining National Board certified status. Since 1994, there have been 909 teachers certified while teaching in Virginia from 73 school divisions located all eight of the superintendent's study group regions of the state. Four hundred seventy-five (475) of these teachers are working in high-needs schools and school divisions.
Retired Teachers in Critical Shortage Areas <i>Implemented</i>	Legislation enacted by the 2001 General Assembly provides that a retired member of the Virginia Retirement System with previous service as a local school board instructional or administrative employee may be hired by a school division to fill vacancies in critical shortage areas with no interruption of retirement benefits, if specified requirements are met. Since the program was instituted, 91 retired teachers have been rehired into critical shortage areas in high-needs school divisions.

<i>Program/Status</i>	<i>Brief Overview</i>
Hard-To-Staff Incentive Program <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.
Virginia Middle School Mathematics Teacher Corps <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.
Teach Virginia Electronic Job Bank and Hiring Hall <i>Implemented</i>	See Goal 1, Data Systems, Strategy 5.
Strategy 5: Require and fund mentoring and induction for teachers of hard-to-fill subjects in low-performing schools.	
Clinical Faculty and Mentor Teacher Programs <i>Implemented</i>	In 1999, the Education Accountability and Quality Enhancement Act was enacted requiring a mentor for every beginning teacher. The Virginia General Assembly appropriates \$1.5 million each biennium for clinical faculty and mentor teacher programs. Career Switchers benefit from working with two mentors. One is provided through the state appropriation and the other through the career switcher program.
Hard-To-Staff Mentoring <i>Implemented</i>	The General Assembly has appropriated funds for teacher mentoring programs to assist schools designated as hard-to-staff. The state share of General Assembly funds for this program is based on \$1,928 per each first year teacher in schools designated as hard-to- staff. Payments to school divisions have been adjusted based on the composite index. To receive these funds, school divisions must use one of the following three mentor programs currently being piloted in Virginia: <i>Educational Testing Service (ETS) Pathwise</i> , the <i>Santa Cruz New Teacher Project</i> , Fairfax County's <i>Great Beginnings</i> , or develop a mentor teacher model that is aligned with the <i>Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-To-Staff Schools</i> . During the 2004-2005 school year, 1,059 new teachers from 177 hard-to-staff schools were served. During the 2005-2006 school year, 1,031 new teachers from 201 hard-to-staff schools were served.
Career Switcher Mentoring <i>Implemented</i>	Each Career Switcher is provided with two mentors to assist in the transition to the classroom. One is provided with state funding, and the other is provided through the Career Switcher program. Additional information may be found at the Career Switcher Program Web page: http://www.doe.virginia.gov/VDOE/newvdoe/CareerSwitcher/programbackground.html

Goal 4: Professional Development and Specialized Knowledge

Essential to the provision of high quality teachers are the opportunity and expectation that teachers participate in high quality, focused, and sustained professional development activities. Virginia has developed a document entitled “*High Quality Professional Development*” to assist school divisions in planning effective programs. This document is available on the Virginia Department of Education Web site at:

<http://www.doe.virginia.gov/VDOE/nclb/HQPDcriteria4-04.doc>. As part of Virginia’s relicensure requirements, all teachers must attain at least 180 clock hours of professional development activities tied to the content area in which they teach during each five year cycle.

Data indicate that schools with high-poverty and high minority populations in Virginia are not as likely to make AYP targets. As a result, the Virginia Department of Education will continue to further analyze AYP data to plan and provide targeted professional development opportunities for teachers related to content requirements and specialized training needs indicated by the analysis. On the annual Instructional Personnel Reporting (IPAL) system report, divisions must document the percentage of teachers who have participated in high quality professional development activities throughout the year.

Also essential is the provision of high quality professional development and leadership training for school administrators. Instructional leadership is essential for the effective support of quality instructional programs and creating a positive work environment. Virginia has implemented and continues to plan for effective leadership development activities, particularly targeted toward leaders charged with turning around low performing schools.

Expected Outcomes of Professional Development and Specialized Knowledge Initiatives:

- *Improve professional development opportunities, particularly targeted to high-needs schools and divisions.*
- *Improve working conditions in high needs schools by specialized leadership development programs.*
- *Implement a statewide system for developing, implementing, and evaluating mentor programs.*
- *Provide additional support to new teachers in hard-to-staff schools.*
- *Increase retention rates of highly qualified teachers.*

Goal 4: Professional Development and Specialized Knowledge	
Strategy 1: Target available funding for teacher mentoring and induction to hard-to-staff schools.	
<i>Program</i>	<i>Brief Overview</i>
Career Switcher Mentoring <i>Implemented</i>	See Goal 3, Teacher Recruitment and Retention, Strategy 5.
Hard-To-Staff Mentoring <i>Implemented</i>	See Goal 3, Teacher Recruitment and Retention, Strategy 5.

<i>Program</i>	<i>Brief Overview</i>
Clinical Faculty and Mentor Teacher Programs <i>Implemented</i>	See Goal 3, Teacher Recruitment and Retention, Strategy 5.
Strategy 2: Develop statewide leadership development programs to improve instructional leadership in low performing schools.	
Leadership Development Competitive School Division Grants <i>Implemented</i>	The 2004 Virginia General Assembly appropriated funds for leadership grants in response to the recommendations of the Commission to Review, Study, and Reform Educational Leadership. The funds, awarded by the Virginia Department of Education, included \$500,000 the first year and \$500,000 the second year for competitive grants of \$100,000 each to school divisions that have a partnership agreement with a Virginia institution of higher education or another entity. The grants are for leadership development preparation programs that address the leadership standards established by the Board of Education. Standards and guidelines for school divisions to use to apply for these grants included the <i>Virginia Licensure Regulations for School Personnel, July 1, 1998, (8VAC20-21-580)</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents, January 6, 2000</i> . Five competitive grants totaling up to \$100,000 each were awarded for the fiscal year 2004-2005 with five additional grants totaling up to \$100,000 each were awarded for the fiscal year 2005-2006. Further details are available in Attachment A on pages A-30 to A-34.
Leading From the Middle Program <i>In Development</i>	School Improvement teams will work with middle school instructional leaders to implement research-based strategies that have proven successful in middle schools in targeted school divisions beginning fall 2006.
School Support Teams <i>Implemented</i>	School Support Teams in Virginia are a part of the Virginia Department of Education's Academic Review Process. For those schools that did not meet state academic benchmarks in the previous year and received an onsite academic review, the School Support Team (SST) reviews the current plan and provides technical assistance to the school to update the school improvement plan based on new accountability data. The SST consists of Virginia Department of Education staff and/or independent contractors trained in developing, implementing, and monitoring the school improvement plan. The team provides focused technical assistance and monitors the school improvement plan throughout the year as prescribed by the level of assistance assigned. The SST provides technical assistance based on the specific needs of the school and division. In some schools, only school intervention is needed while in other schools division intervention and allocation of resources may have to be diverted to support the efforts of the school(s) to improve.
Turnaround Specialist Program <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.

Strategy 3: Target statewide professional development to under-prepared teachers or to areas of specialized need.	
English/Reading	
<i>Program</i>	<i>Brief Overview</i>
CORE Training for Middle School Teams <i>Implemented</i>	The Consortium on Reading Excellence (CORE) delivered a three-day workshop to 18 middle school teams selected based on inadequate performance in Standards of Learning (SOL) test scores on the 2004 reading and writing assessments for eighth grade. Peer coaching and instructional strategies in reading and writing were the focus of the training. Additionally, all these schools were invited to participate in the summer reading camp program. Four of these schools earned full accreditation the following spring, and 15 schools improved student achievement in reading SOL test scores. Longitudinal data will be collected on these schools to determine long-term effectiveness.
CORE Training for Reading First (Reading) <i>Implemented</i>	The Consortium on Reading Excellence (CORE) delivered a three-day workshop to Reading First elementary school principals and reading coaches, as well as a two-day follow-up session in subsequent years. Leadership, data interpretation, peer coaching, and instructional strategies in reading were key topics of the workshops. Reading First school principals and reading coaches are required to attend this training as part of the Reading First initiative. To date, 80 principals and 85 coaches attended these trainings.
Reading First Academies (Reading) <i>Implemented</i>	The academies are part of the Reading First federal initiative under No Child Left Behind and a requirement from the federal government as part of Virginia's approved state plan. The academies are based on materials produced by the University of Texas, Center for Reading and Language Arts, and modified for use in Virginia by the University of Virginia's Curry School of Education. Virginia currently serves 75 schools in 42 divisions. To date, more than 4,000 teachers across the state in Reading First and non Reading First schools have attended the Teacher Reading Academies.
NCS Mentor (English); formerly National Computing System <i>Implemented</i>	The Web based version of NCS Mentor for Virginia is an updated training tool designed to help Virginia teachers prepare students for the English Standards of Learning Direct Writing Assessment. This tool is available to all teachers in the state, and was designed specifically for teachers in grades 5, 8 and 11 to provide resources for domain scoring and to address the need to improve instruction in the writing process. Regional training sessions have been held across the state with 58 school divisions participating during the fall 2005.
Mathematics	
Algeblocks Teacher Training Project <i>Implemented</i>	The purpose of the Algeblocks Project was to update training videos to make them user friendly. The original video was converted into streaming video format and posted on the Virginia Department of Education Web site and 1000 DVDs were mailed to all middle and high schools in Virginia with permission to make copies. The expectation is that teachers will become

<i>Program</i>	<i>Brief Overview</i>
	more comfortable with the manipulative and use it in the teaching of Algebra and pre-algebra concepts.
Lesson Study <i>Implemented</i>	Louisa County and Spotsylvania County Public Schools, in collaboration with the Virginia Department of Education, piloted the lesson study process in high school geometry. The lesson study involved selected members of the mathematics faculties at the schools, mathematics advisors from both counties, and a mathematics specialist from the Department. During summer 2004, teachers learned about lesson study and developed four geometry lessons. Teachers participated in the lesson study process during the 2004-2005 academic year using the four developed lessons. Teachers observed in their home schools and in the collaborating school. Currently, the participating counties have expanded the number of teachers involved and plan to increase the numbers in 2006-2007.
Scientific Calculator Project (Mathematics) <i>Implemented</i>	The purpose of the Scientific Calculator Project was to provide professional development materials to teachers who were unfamiliar with the use of a scientific calculator. Scientific calculators were required for use on the Spring 2006 administration of the grades 6, 7 and 8 Standards of Learning (SOL) tests.
Science	
Geospatial Instructional Applications Initiative (Science) <i>Implemented</i>	The Geospatial Instructional Applications Initiative provides high quality professional development for 160 teachers in eight regional workshops. The teachers participate in a week of instruction on the use of the technology and the integration into courses. The institutes focus on using geospatial tools and software, such as the ArcView 9 Geographic Information System software and Global Positioning System units, identified in the Virginia Standards of Learning and the Career and Technical Education Competencies.
Virginia Science Standards Institute (Science) <i>Implemented</i>	The Virginia Science Standards Institute is a week long summer learning institute for 4th and 5th grade teachers. The institute provides a professional development experience designed to improve teachers' content knowledge, promote strong teaching skills, and contact working with scientists from participating agencies. The six-day institute provides a concentrated focus on science standards and their effective implementation. Since its inception, 275 teachers have enrolled in this academy.
Social Science	
Online Social Science Coursework (US History Connects; World Geography Connects; Geography Connects) <i>Implemented</i>	These online content courses have been developed by college professors at Old Dominion to assist secondary Social Science teachers in obtaining additional college credits to assist with attainment of highly qualified status or for additional content knowledge. Each course has been developed around specific Standards of Learning.

<i>Program</i>	<i>Brief Overview</i>
Virginia Center for the Teaching of International Studies: Coursework for Highly Qualified Status <i>Implemented</i>	Virginia Commonwealth University, through the Virginia Center for the Teaching of International Studies, is providing professional development and materials to develop highly qualified teachers in the areas of world history, geography, and government. To date 69 training events have been offered with 982 participants.
Specialized Training/Multiple Subjects	
Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP) <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 5.
English Language Learners Academies <i>In Development</i>	Teacher Reading Academies are being planned which will be available to all elementary administrators, K-3 elementary teachers, as well as K-3 English as a second language teachers, Title I teachers, and K-3 special education teachers. The teaching of English Language Learners is highlighted in the Teacher Reading Academies. An extension of these academies will include effective instructional practices for English language learners. George Mason University will assist the Virginia Department of Education in designing the academy for the summer of 2007. It is expected that 90 teachers will participate over a three year period, representing school divisions with high numbers of English language learners.
State Agency for Higher Education (SAHE) Title II, Improving Teacher Quality Grants <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 5.
Mathematics-Science Partnership Grant <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 6.
Content Teaching Academies for Special Education and Regular Education teachers	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 6.

<i>Program</i>	<i>Brief Overview</i>
(Multiple subjects) <i>Implemented</i>	
Teacher Training and Assistance Centers (T-TAC) <i>Implemented</i>	In collaboration with institutions of higher learning, eight regional centers have been established to assist local school divisions with issues related to special education and school improvement. Personnel from these centers offer a host of online and direct professional development opportunities for teachers and administrators throughout the state. AYP subgroup data indicate a need for specialized training for teachers working with students with disabilities.
Strategy 4: Establish a licensure system that reflects stages in the professional development of teachers and promotes their continuing growth and career options as educators	
Pathways to Teaching <i>In Development</i>	Proposed <i>Regulations Governing the Licensure of School Personnel</i> recommend designations on licenses for career paths to teaching. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education. The following designations will be issued: Career Teacher; Mentor Teacher; and Teacher As Leader.

Goal 5: Research, Evaluation, and Policy Endeavors

For the last several years, Virginia has made great strides in the development of policies related to the improvement of teacher quality in the Commonwealth. In response to Virginia’s 2002 plan to improve teacher quality, *Stepping Up to the Plate... Virginia’s Commitment to a Highly Qualified Teacher in Every Classroom*, a great deal of research and evaluation has been conducted and policy developed to address teacher quality challenges identified in the Commonwealth. In the 2002 report, the primary challenges related to teacher quality were identified as:

- **Quantity:** Virginia needed to increase and track the number of individuals who entered and remained in the teaching profession in order to staff our schools with adequate numbers of qualified teachers.
- **Quality:** Virginia clearly did not want to sacrifice quality for quantity. Federal law and Virginia’s strong accountability system for students require that the state ensure that all teachers be well prepared to teach an increasingly diverse student population to meet the state’s high Standards of Learning.
- **Equity:** Virginia could not close the state’s student achievement gap until the teacher quality gap was closed. Ensuring that poor urban and rural students had equal access to highly qualified teachers had to be a priority.

Virginia has made a concerted effort to address these challenges. We continue to make strides in providing equitable access to high quality, experienced teachers in for poor and minority students in the Commonwealth and remain committed to increasing the quantity and improving the quality of all teachers.

Expected Outcomes of Research, Evaluation, and Policy Endeavors:

- *Integrate and align the Virginia Department of Education’s, the State Council of Higher Education’s, and the Virginia Community College System’s teacher quality initiatives with key policy priorities.*
- *Develop a system to evaluate the effectiveness of programs that recruit, prepare, and retain teachers, particularly those serving poor and minority populations.*
- *Increase the capacity to link student learning to teacher performance.*
- *Improve access to research data to guide policy, funding, and program decisions.*
- *Evaluate and monitor programs to ensure that practices are not inadvertently contributing to the inequitable distribution of highly qualified teachers.*

Goal 5: Overview of Research, Evaluation, and Policy	
Strategy 1: Foster collaboration among school divisions, colleges and universities, professional associations, and other stakeholders to enhance research, evaluation, and policy decisions related to teacher quality.	
Regulations to Add Endorsements by Rigorous Testing	Virginia is in the process of revising the <i>Regulations Governing the Licensure of School Personnel</i> . The regulations propose another alternate licensure option for Virginia licensed teachers. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject

<i>Program/Status</i>	<i>Brief Overview</i>
<i>In Development</i>	test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary prek-3 or elementary education prek-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, or division superintendent license.
Partnership Between the National Association of State Directors of Teacher Education and Certification (NASDTEC) and Virginia <i>Implemented</i>	NASDTEC represents professional standards boards, commissions, and state departments of education in the 50 states, District of Columbia, Department of Defense Educational Activity, U.S. territories, and the Canadian provinces of Alberta, British Columbia, and Ontario. These groups are responsible for the preparation, licensure, and discipline of educational personnel. The association has developed a national reporting database for states to receive action against licenses in other states. The Teacher Education and Licensure (TEAL 1) system interfaces with the NASDTEC clearinghouse and downloads information relative to action against licenses.
Pathways to Teaching <i>Implemented</i>	See Goal 4, Professional Development and Specialized Knowledge, Strategy 4.
Mathematics-Science Partnership Grant <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 6.
Clinical Faculty and Mentor Teacher Programs <i>Implemented</i>	See Goal 3, Teacher Recruitment and Retention, Strategy 5.
National Board Certified Teachers' Priority Funding <i>Implemented</i>	See Goal 3, Teacher Recruitment and Retention, Strategy 4.
Teacher Licensure Query <i>Implemented</i>	See Goal 1, Data Systems, Strategy 1.
Retired Teachers in Critical Shortage Areas <i>Implemented</i>	See Goal 3, Teacher Recruitment and Retention, Strategy 4.

Strategy 2: Reduce time required to process teacher certification applications.	
<i>Program/Status</i>	<i>Brief Overview</i>
TEAL I <i>Implemented</i>	With the implementation of this data-driven system, Virginia has reduced the turn-around time for issuing licenses from several months to approximately one-to-two weeks.
Strategy 3: Continue state systems of rewards and sanctions to ensure that programs effectively attract and retain teachers and principals in schools serving the lowest achieving students.	
Hard-to-Staff Incentive Program <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.
Turnaround Specialist Program <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.
Virginia Middle School Mathematics Teacher Corps <i>Implemented</i>	See Goal 2, Teacher Preparation and Out of Field Teaching, Strategy 1.

Attachment A

Projects are listed in alphabetical order.

Virginia's State Teacher Equity Plan Program Details

Project:	Algeblocks Training Project
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The purpose of the Algeblocks Project was to update training videos to make them user friendly. The original video was converted into streaming video format and posted on the Virginia Department of Education Web site and 1000 DVDs were mailed to all middle and high schools in Virginia with permission to make copies. The expectation is that teachers will become more comfortable with the manipulative and use it in the teaching of Algebra and pre-algebra concepts.</p> <p>At the Algebra Readiness Symposium on November 10, 2005, the DVDs were distributed to all participants and used during a session on Algeblocks. The session was repeated 3 times for a total of 50 participants. Each participant received a tutoring set of Algeblocks during the session. These were used during the sessions and taken back to the teachers Algebra Readiness classes.</p>
Baseline Data/Research Base:	<p>The research behind the use of manipulatives can be found in the following sources:</p> <p>Leitz, A. & Kitt, N. (2000). Using Homemade Algebra Tiles to Develop Algebra and Pre-algebra Concepts. <i>The Mathematics Teacher</i>, 93, 462-466.</p> <p>Loucks-Horsley, S., Hewson, P., Love, N., & Stiles, K., (1998). <i>Designing Professional Development for Teachers of Science and Mathematics</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Moses, R, Kamii, M., Swift, S., & Howard, J., (1989). Creating a Culture of Achievement. <i>Harvard Educational Review</i>, 59, 423-443.</p> <p>National Council of Teachers of Mathematics. (2000) <i>Principles and Standards for School Mathematics</i>. Reston, VA: National Council of Teachers of Mathematics.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Algeblocks Training Project
Baseline Data/Research Base:	Rachlin, S. L. (1989). The Research Agenda in Algebra: A Curriculum Development Perspective. In S. Wagner and C. Kiernan (Eds.), <i>Research Issues in the Learning and Teaching of Algebra</i> , 257-265. Reston, VA: National Council of Teachers of Mathematics.
Impact Data:	Teachers became more comfortable with the manipulative and used it in the teaching of Algebra and pre-algebra concepts. Ultimately, students developed a better understanding of algebraic concepts and skills. Mathematics scores of participating school divisions increased. The streaming video and DVD format made it possible for the professional development to be used time and time again, and it made it possible to use the materials for refresher purposes also.
Timeline:	March 2005 – professional development for mathematics supervisors at the Virginia Council of Supervisors of Mathematics. Spring 2005 – presentation at the Virginia Council of Teachers of Mathematics November 2005 – professional development provided for teachers at the annual Algebra Readiness Symposium
Reporting/Evaluation:	An analysis related to mathematics scores of schools that participated in this training was conducted
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Career Switchers
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Career Switcher Alternative Route to Licensure Program was created in response to a resolution endorsed by the 1999 General Assembly. The General Assembly requested the Board of Education to study alternative licensure programs and models in other states and develop an alternative pathway to teaching for individuals who have not completed a teacher preparation curriculum but have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in pre-K through grade 12. During the 2000 session of the General Assembly, funds were appropriated to develop and pilot the first Career Switcher Program.</p> <p>In the summer of 2000, the Board of Education implemented its first Career Switcher Program for military personnel who were interested in becoming teachers. The pilot program was so successful that the board approved expanding it to other professions. The Career Switcher Alternative Route to Licensure Program for other professions was announced on the Department of Education Web site as well as in advertisements in major newspapers throughout the state. By March 2001, the Department of Education had received 583 applications for 100 available openings. Applicants for the program included individuals with a broad range of experiences. Priority was given to applicants eligible to teach in critical shortage areas such as mathematics, foreign languages, sciences, and technology education.</p> <p>On November 27, 2001, the Board of Education amended the Licensure Regulations for School Personnel to establish the Career Switcher Program. The regulations became effective on February 13, 2002. Since that time the program has been expanded. Institutions of higher education, community colleges, and school divisions are encouraged to submit proposals for the development of Career Switcher programs, according to the requirements outlined in Guidelines for Proposals to Conduct Alternative Route to Licensure Programs in Virginia. Currently there are nine providers in the state.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Career Switchers
Baseline Data/Research Base:	<p>The Career Switcher Alternative Route to Licensure Program was created in response to a resolution agreed to by the 1999 General Assembly. The General Assembly requested the Board of Education to study alternative licensure programs and models in other states and develop an alternative pathway to teaching for individuals who have not completed a teacher preparation curriculum but have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in pre-K through grade 12.</p> <p>Research: Feistritzer, C.E. (2005). <i>Profile of Alternative Route Teachers</i>. Washington, DC: National Center for Alternative Certification. Available online at http://www.ncei.com/PART.pdf</p>
Impact Data:	<p>During the 2004-2005 school year, 342 candidates received their eligibility license through a Virginia Career Switcher Program. Currently, 297 candidates have been issued an eligibility license during the 2005-2006 school year. For the first four years of the program, 465 candidates were issued an eligibility license. All programs project an increase in enrollment. Two programs, Old Dominion University and the Virginia Community College System are projecting the preparation of 350 career switcher candidates during the 2006-2007 school year.</p>
Timeline:	<p>The program is on-going on an annual basis.</p>
Reporting/ Evaluation:	<p>Annual Reports are created by the Virginia Department of Education.</p>
Funding Source:	<p>State funding</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Career Switcher Mentoring
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	Each Career Switcher is provided with two mentors to assist in the transition to the classroom. One is provided with state funding and the other is provided through the Career Switcher program
Baseline Data/Research Base:	<p>Because of the diverse background experiences that career switchers have and their targeted placement in hard-to-fill subjects, participants are provided with a mentor from the participating school division as well as one with specialized knowledge of the unique needs of career switchers.</p> <p>Research:</p> <p>Center for Teaching Quality. (June 2006). <i>Why Mentoring and Induction Matters and What Must Be Done for New Teachers</i>. Available online at http://www.teachingquality.org/pdfs/bb_induction_essay.pdf</p> <p>Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Induction/Mentoring/Supporting New Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Induction.pdf</p> <p>Levin, J. & Quinn, M. (2003). <i>Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms</i>. New York, NY: The New Teacher Project. Available online at: http://www.tntp.org/docs/reportfinal9-29.pdf</p> <p>Strong, Michael. (December 2005). <i>Mentoring New Teachers to Increase Retention: A Look at the Research</i>. Santa Cruz, CA: New Teacher Center. Available online at: http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf</p> <p>Villar, A. (2004). <i>Measuring the Benefits and Costs of Mentor-Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement</i>. Santa Cruz, CA: New Teacher Center.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Career Switcher Mentoring
Impact Data:	During the 2004-2005 school year, 342 candidates received their eligibility license through a Virginia Career Switcher Program. Currently, 297 candidates have been issued an eligibility license during the 2005-2006 school year.
Timeline:	The program is on-going on an annual basis.
Reporting/ Evaluation:	Annual Reports are created by the Virginia Department of Education.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Clinical Faculty and Teacher Mentor Programs
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>In 1999 the Education Accountability and Quality Enhancement Act was enacted requiring a mentor for every beginning teacher. The Virginia General Assembly appropriates funding million each biennium for clinical faculty and mentor teacher programs. Career Switchers benefit from working with two mentors. One is provided through the state appropriation and the other through the career switcher program.</p>
Baseline Data/Research Base:	<p>In 2002 and 2004 the Virginia General Assembly appropriated \$2.75 million to support mentor teacher and clinical faculty programs for the 2002-2004 and 2004-2006 biennium. Of these funds, \$375,000 was made available each year to support competitive grants, preferably at least one in each of the Superintendent's Study Regions, to institutions of higher education for the purpose of working with new teachers. For the 2005-2006 school year, proposals were designed to work with school divisions to address mentor teacher programs in hard-to-staff schools. Participation in the program is voluntary. An institutional match of 50 percent is required.</p> <p>Research:</p> <p>Center for Teaching Quality. (June 2006). <i>Why Mentoring and Induction Matters and What Must Be Done for New Teachers</i>. Available online at http://www.teachingquality.org/pdfs/bb_induction_essay.pdf</p> <p>Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Induction/Mentoring/Supporting New Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Induction.pdf</p> <p>Levin, J. & Quinn, M. (2003). <i>Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms</i>. New York, NY: The New Teacher Project. Available online at: http://www.tntp.org/docs/reportfinal9-29.pdf</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Clinical Faculty and Teacher Mentor Programs
	<p>Strong, Michael. (December 2005). <i>Mentoring New Teachers to Increase Retention: A Look at the Research</i>. Santa Cruz, CA: New Teacher Center. Available online at: http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf</p> <p>Villar, A. (2004). <i>Measuring the Benefits and Costs of Mentor-Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement</i>. Santa Cruz, CA: New Teacher Center.</p>
Impact Data:	<p>For FY 2003, Seven partnership grants were awarded to institutions of higher education serving school divisions in seven of the Superintendent's Study Regions; for FY 2004-2006, 11 partnership grants were awarded to institutions of higher education serving school divisions in seven of the Superintendent's Study Regions.</p> <p>Funded applications for 2006-2008 will place primary focus on improved training of clinical faculty in implementation of quality field experiences in critical shortage teaching endorsement areas and hard-to-staff schools.</p>
Timeline:	It is anticipated that competitive grants will be awarded to college and university partnerships July 1.
Reporting/ Evaluation:	Institutions funded under this award must submit grant evaluation reports to the Division of Teacher Education, Licensure, and Professional Practice, Office of Teacher Education by August 15, of each year, prior to receiving funding for the following year.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The primary goal of this grant is to provide high quality special education courses leading to endorsements in special education to identified individuals throughout Virginia, targeting the following:</p> <ul style="list-style-type: none"> • Teachers holding a valid conditional license in special education; • School personnel holding a bachelor's degree and seeking special education endorsements; and • School personnel holding a transferable associate's degree and seeking special education endorsements.
Baseline Data/Research Base:	<p>All special education endorsement areas have been among the top three critical shortage teaching areas in Virginia for the past seven years. Since academic year 2003-2004, there has an average annual increase of 13% of special educators holding valid conditional or provisional licenses. According to an informal review of special education licenses, over 30% of all special educators holding a valid license are at or near retirement age.</p>
Impact Data:	<p>Impact data include:</p> <ul style="list-style-type: none"> • Delivering a distant education program leading to special education endorsements (learning disabilities, emotionally disturbance, and mental retardation) through Old Dominion University's satellite televised instruction network to 33 sites across Virginia • Approximately 900 special educators have completed full licensure in learning disabilities, mental retardation, and/or emotional disturbance representing 93 public school divisions and have enhanced the education of more than 16,000 students with disabilities. • The courses are structured in traditional and compressed formats, which have allowed over 360 CSEEP finishers to complete additional course work and receive masters' degrees in special education.

Virginia's State Teacher Equity Plan Program Details

Project:	Commonwealth Special Education Endorsement Program: A Distance Learning Approach (CSEEP)
	<ul style="list-style-type: none"> • As of July 8, 2006, there are 223 active participants. • The program was a 2005 recipient of the Christa McAuliffe Award for Teaching Excellence, given annually by the American Association of State Colleges and Universities.
Timeline:	The program began in 1998 and has been funded on an annual basis since that time.
Reporting/ Evaluation:	<ul style="list-style-type: none"> • Conditionally licensed teachers, their mentors, and their principals complete pre- and post-task rating forms derived from the Council on Exceptional Children's (CEC) <i>Performance-Based Standards</i> for special education teachers. PPET program participants will begin to complete the pre- and post- task rating form starting in the summer semester 2006. • A follow-up survey is conducted with CSEEP finishers. These data indicated that over 88% of the respondents are fully licensed and teaching in their specialty areas; that CSEEP helped them to obtain full licensure; and that course work provided through CSEEP increased their ability to provide effective classroom instruction. • Additional evaluation is conducted to ascertain the following: 1) Program Impact on Teachers, 2) Employer Satisfaction Survey, 3) Program Impact on Virginia's Students with Disabilities, 4) P-12 Student Performance, 5) Teacher-Pupil Interaction Analysis to Increase Student Engagement and Student Success
Funding Source:	State and Federal funding

Virginia's State Teacher Equity Plan Program Details

Project:	Consortium on Reading Excellence (CORE) for Reading First
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Consortium on Reading Excellence (CORE) delivered a three-day workshop to Reading First elementary school principals and reading coaches, as well as a two-day follow-up session in subsequent years. Leadership, data interpretation, peer coaching, and instructional strategies in Reading were key topics of the workshops.</p>
Baseline Data/Research Base:	<p>Reading First school principals and reading coaches are required to attend this mandatory training as part of the Reading First initiative.</p> <p>The Consortium on Reading Excellence will equip school leadership teams (comprised of principals and lead teachers) with research-based practices with a solid understanding of the leadership issues for implementation of reading programs in an elementary setting. Participants are expected to practice with resources to analyze data, observe classroom teaching, monitor implementation over time, and evaluate options for scheduling. Research indicates that strong instructional leadership contributes to improved student academic achievement.</p>
Impact Data:	<p>To date, 80 principals and 85 coaches have been in attendance at these trainings.</p> <p>A current competition is underway to add new schools to the Reading First effort. Training is already scheduled for the fall of 2006 for new or new to the position principals and coaches in Reading First schools.</p>
Timeline:	Fall 2006 and each subsequent year as funding permits.
Reporting/Evaluation:	The attendance data and description of the program delivered is included as part of the state's Annual Performance Report to the U.S. Department of Education each November.
Funding Source:	Reading First grant

Virginia's State Teacher Equity Plan Program Details

Project:	Consortium on Reading Excellence (CORE) for Middle School Teams
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	The Consortium on Reading Excellence (CORE) delivered a three-day workshop to middle school teams selected based on inadequate performance on Standards of Learning (SOL) test scores in their schools on the 2004 reading and writing assessments for eighth grade. Peer coaching and instructional strategies in Reading/Writing were the focus of the workshop. Additionally, all these schools were invited to participate in the summer reading camp program.
Baseline Data/Research Base:	<p>Sixty-eight middle schools in forty-three divisions were warned in English. Thirty-seven schools had English scores below a 65 percent pass rate. Eighteen schools had English scores below a 60 percent pass rate. These eighteen schools comprised the primary target audience for this program.</p> <p>The Consortium on Reading Excellence provided school leadership teams (comprised of principals and lead teachers) with research-based practices and with a solid understanding of the leadership issues for implementation of a reading programs in a secondary setting. Participants practiced with resources to analyze data, to observe classroom teaching, to monitor implementation over time, and to evaluate options for scheduling. Research indicates that strong instructional leadership contributes to improved student academic achievement.</p>
Impact Data:	In attendance were teams from fifteen schools across the state from the following divisions: Portsmouth (3); Newport News (3); Petersburg (2); Tazewell (2); Norfolk (1); Northampton (1); Sussex (1); Charles City (1) and Montgomery (1). Four of these schools earned full accreditation the following spring, and all but three schools improved student achievement in Reading SOL scores. Longitudinal data will be collected on these schools to determine long-term effectiveness.
Timeline:	January 2005-April 2005; Reading Camp follow-up: Summer 2005
Reporting/Evaluation:	The pass rates for the schools are posted in the Annual School Report card, available on the Virginia Department of Education website. Evaluation of project was provided to the Instructional Team at the Virginia Department of Education.
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Content Teaching Academies
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Since the summer of 2004, week-long core content academies for general and special education teachers have been provided to teachers at the secondary level in the areas of: algebra, Earth science, reading, writing, civics, economics, and US History 1877-present. In conjunction with James Madison University, these academies have been designed to assist teachers in obtaining highly qualified status and/or to improve instructional delivery and provide additional content knowledge.</p>
Baseline Data/Research Base:	<p>Priority is given each year to low-performing schools as well as schools participating in the National Governor's Association Honor Schools Grant program.</p>
Impact Data:	<p>2004 Content/Teaching Academies - 138 teacher participants (English, history, science, and mathematics) 2005 Content/Teaching Academies - 178 teacher participants (English, history, science, and mathematics) 2006 Content/Teaching Academies - 240 teacher participants (English, history, science, and mathematics)</p>
Timeline:	<p>June 2004 June 2005 June 26-30, 2006</p>
Reporting/Evaluation:	<p>Annual Report</p>
Funding Source:	<p>Title II, Part A Individuals With Disabilities Education Improvement Act (IDEIA)</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Educational Information Management System (EIMS)
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The purpose of this project is to provide a state-level education information management system (EIMS) that will enable the Virginia Department of Education to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information. This is a comprehensive student database that includes various student data using a unique identifier and tracks students throughout their school career. Included are data related to course and teacher assignments, achievement, and discipline. A variety of reports are available to key personnel at the school, division, and state level in order to track student performance to the classroom level and provide detailed disaggregated results in order to assist leaders in making informed instructional decisions.</p> <p>The primary focus of this includes, but is not limited to the following components:</p> <ol style="list-style-type: none"> 1. Robust decision support tools for educators at the state and local levels 2. Standard and ad-hoc reporting tools for the Department of Education 3. Web-based data loading and data entry capability 4. Secure data transfer to and from educational entities over the Internet 5. Assignment of a unique testing identifier to each student in the state 6. Ability to pre-identify students for state assessments 7. Training for educators on using information to make better decisions 8. Value-added components such as program participation <p>Further information may be obtained on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/Technology/EIMS.</p>
Baseline Data/Research Base:	<p>This system was implemented in an effort to efficiently track data through the use of unique student identifiers. Prior to this system, each school division collected student data through the use of individual systems. Because each system was different, efforts to collect, analyze, and report effectively were impeded.</p>
Impact Data:	<p>All school divisions uploaded student data into EIMS during the 2004-05 school year, and ongoing training will continue to be provided to assist division leaders in the effective use of the information for school improvement endeavors.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Educational Information Management System (EIMS)
Timeline:	Piloted Spring 2004 in sixteen school divisions across the state. All divisions uploaded student enrollment during 2004-2005 school year. Training will be ongoing for key personnel.
Reporting/ Evaluation:	Reports and updates are available on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/Technology/EIMS
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	English Language Learners Teaching Academies
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	Teacher Reading Academies will be available to all elementary administrators, K-3 elementary teachers, as well as K-3 English as a second language teachers, Title I teachers, and K-3 special education teachers. The teaching of English Language Learners is highlighted in the Teacher Reading Academies. An extension of these academies will include effective instructional practices for English language learners. George Mason University will assist in designing this academy.
Baseline Data/Research Base:	This program will be developed with information gathered from the Report of the National Literacy Panel on Language-Minority Children and Youth. Targeted school divisions will be Alexandria City, Harrisonburg City, Prince William County, and Arlington County.
Expected Outcomes:	Regular education elementary teachers will have a better understanding of how to instruct English language learners in the process of learning to read. Approximately 30 teachers each year will participate over a three year period.
Timeline:	Summer 2007 through Summer 2010
Reporting/Evaluation:	An evaluation by academy participants will be provided to the Virginia Department of Education, Office of Elementary Instruction. Pass rates of English language learners on student assessments in these divisions will be studied.
Funding Source:	Reading First grant

Virginia’s State Teacher Equity Plan Program Details

Project:	Experiential Learning Credit
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The following “Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure” were approved by the Board of Education on October 26, 2005:</p> <p><u>Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure</u></p> <p>Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:</p> <ol style="list-style-type: none"> 1. Hold a baccalaureate degree from a regionally accredited college or university; 2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and 3. Have met the qualifying score on the content knowledge assessment prescribed by the Board of Education <p>The criteria do not apply to teachers of special education and elementary education (prek-3 and prek-6); however, in administering the <i>Licensure Regulations for School Personnel</i>, modifications may be made in exceptional cases by the Superintendent of Public Instruction or designee. Individuals who meet the experiential learning criteria are subject to meeting all other assessment requirements, professional studies requirements, and successful teaching experience under a mentor for full licensure.</p> <p>Research: Feistritzer, C.E. (2005). <i>Profile of Alternative Route Teachers</i>. Washington, DC: National Center for Alternative Certification. Available online at http://www.ncei.com/PART.pdf</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	Experiential Learning Credit
Baseline Data/Research Base:	The program was developed to provide another alternative route to licensure. This option provides an alternate route to licensure for diverse and older applicants who have strong educational backgrounds with experiences in other occupations to become teachers.
Expected Outcomes::	This option is attractive to career switchers who have learned content through education and experiences; therefore, this should increase the pool of applicants for teaching positions.
Timeline:	<p>The 2005 General Assembly approved House Bill 2790 requiring that the Board of Education, in its regulations governing teacher licensure, establish criteria and a procedure to allow persons seeking initial licensure as teachers through an alternative route as defined by Board regulations to substitute experiential learning in lieu of coursework. This language was incorporated in Section 22.1-298 of the <i>Code of Virginia</i>.</p> <p>On June 22, 2005, the Board of Education approved the technical revision to incorporate House Bill 2790 language into the <i>Regulations Governing the Licensure of School Personnel</i> and authorized personnel of the Department of Education to proceed with the requirements of the Administrative Process Act. The Administrative Process Act (Section 2.2-4006 of the <i>Code of Virginia</i>) exempts revisions to regulations that are necessary to conform to changes in Virginia statutory law where no agency discretion is involved. The APA process concluded on September 22, 2005, and the technical amendment became effective.</p> <p>The “Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure” were approved by the Board of Education October 26, 2005.</p>
Reporting/Evaluation:	Data will be collected regarding the number of candidates seeking licensure based on experiential learning.
Funding Source:	No special funding needed

Virginia's State Teacher Equity Plan Program Details

Project:	Federal Teaching Loans (Loan Cancellation)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	Each year the Virginia Department of Education electronically posts the <i>Directory of Designated Low-Income Schools for Teacher Cancellation Benefits</i> . The directory lists, by school year, schools in each state or territory that qualify as serving students from low-income families and is posted under the “Canceling a Perkins Loan” and “Cancellation for Stafford Loans” link at: http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying
Baseline Data/Research Base:	Teachers from 1,041 schools were eligible to apply for funding during the 2005-2006 school year. During the 2004-2005 school year, teachers in 928 schools were eligible.
Impact Data:	Data for the 2005-06 year should be available by mid-July, 2006.
Timeline:	The list of eligible schools is compiled on an annual basis.
Reporting/Evaluation:	This information is available through the Federal Student Aid Web site at: http://studentaid.ed.gov/PORTALSWebApp/students/english/aboutus.jsp
Funding Source:	Federal Perkins Loan Cancellation Grants

Virginia’s State Teacher Equity Plan Program Details

Project:	Geospatial Instructional Applications Initiative
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Geospatial Instructional Applications Initiative provides high quality professional development for 160 teachers in eight regional workshops (twenty teachers per workshop). The teachers participate in a week (40 hours) of intense instruction on the use of the technology and the effective integration into their courses. The institutes focus on using geospatial tools and software, such as the ArcView 9 Geographic Information System (GIS) software and Global Positioning System (GPS) units, identified in the Virginia Standards of Learning and the Career and Technical Education Competencies.</p>
Baseline Data/Research Base:	<p>These technologies are becoming an integral part of many careers. The U. S. Department of Labor recently identified geospatial technology as one of the <i>three most important emerging and evolving fields</i>, along with nanotechnology and biotechnology. The employment market for people trained in geospatial technologies will grow dramatically over the next several years. This appears to be true both in the United States as well as Europe. The National Imagery and Mapping Agency (recently renamed the National Geospatial-Intelligence Agency) alone will require 7,000 new trained staff in the next three years.</p> <p>A well-developed, scientifically and technologically literate workforce will significantly contribute to Virginia’s future competitiveness and attractiveness to the business sector. Investments in student and teacher education in this area will also address the <i>Governor’s Economic Development Strategic Plan</i>.</p> <p>Research: David Ben-Chaim, Glenda Lappan, Richard T. Houang, (Spring, 1988). <i>Instruction on Spatial Visualization Skills of Middle School Boys and Girls</i>. American Educational Research Journal, Vol. 25, No. 1, pp. 51-71 View Article Abstract on the J Stor Web site at: http://links.jstor.org/sici?sici=0002-8312(198821)25%3A1%3C51%3ATEOIOS%3E2.0.CO%3B2-R#abstract#abstract</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Geospatial Instructional Applications Initiative
Impact Data:	One hundred and sixty teachers were targeted in eight regional institutes. The institutes follow the VDOE high quality professional development professional development criteria adopted by the Board of Education. Four pilot programs were developed and implemented during the 2005-06 school year called Geospatial Semester. The courses were developed based on the growing interest in geospatial technology and its application content area courses.
Timeline:	Fall 2005 – Presentation at the Virginia Science Education Leadership Association Summer 2006 – Geospatial Instructional Applications Institute Fall 2006 or Spring 2007 – Follow up meetings
Reporting/ Evaluation:	A Web site will be developed to report activity throughout the Commonwealth of Virginia along with an annual report.
Funding Source:	Title II, Part A Title V, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Great Virginia Teach-in														
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy														
Description:	<p>The Great Virginia Teach-In is a recruiting and information fair designed for teachers considering a career move to Virginia, for students enrolled in teacher preparation programs, for liberal arts students considering teaching as a career, and for professionals in other fields who are interested in making a move into a teaching career. The Great Virginia Teach-In connects prospective teachers with representatives from all Virginia school divisions, teacher preparation programs, career switcher programs, and specialists from the Virginia Department of Education. Over the last three Teach-In events, more than 8,490 prospective teachers attended the Great Virginia Teach-In.</p>														
Baseline Data/Research Base:	<p>The Great Virginia Teach-In was developed to assist all school divisions in Virginia, especially those in the more remote areas of the state, reach their hiring targets of highly qualified teachers.</p>														
Impact Data:	<p>In three years, 8,490 potential teacher candidates have attended the Great Teach-In event.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%; text-align: center;">2004</th> <th style="width: 15%; text-align: center;">2005</th> <th style="width: 15%; text-align: center;">2006</th> </tr> </thead> <tbody> <tr> <td># divisions represented</td> <td style="text-align: center;">102</td> <td style="text-align: center;">113</td> <td style="text-align: center;">113</td> </tr> <tr> <td># participants</td> <td style="text-align: center;">3,824</td> <td style="text-align: center;">2,395</td> <td style="text-align: center;">2,271</td> </tr> </tbody> </table>				2004	2005	2006	# divisions represented	102	113	113	# participants	3,824	2,395	2,271
	2004	2005	2006												
# divisions represented	102	113	113												
# participants	3,824	2,395	2,271												
Timeline:	<p>The first Great Virginia Teach-In was held in March 2004, and has been held annually each spring since that time.</p>														
Reporting/Evaluation:	<p>An evaluation report is compiled each year to make improvements for subsequent offerings of the Great Virginia Teach-In.</p>														
Funding Source:	<p>Teacher Quality Enhancement Grant</p>														

Virginia's State Teacher Equity Plan Program Details

Project:	Hard-to-Staff Incentive Program
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The original two-year pilot project capitalized on the concept of offering incentives to attract and retain licensed, highly qualified, experienced teachers in hard-to-staff schools, especially in middle and high schools where critical shortage areas are most likely to occur because of specific requirements to teach in certain content areas. Additionally, incentives were offered to the entire faculty of a school that succeeds in raising student achievement. The project began in fall 2004 in two divisions that traditionally have had difficulty hiring and retaining highly qualified teachers. The commonwealth provided a one-time hiring incentive of \$15,000 to teachers who met defined criteria and agreed to remain for three years. Incentives were also included to stem the flow of experienced teachers from the division. Highly qualified teachers already teaching in the participating schools and who met the same criteria received annual \$3,000 bonuses. The state also provided \$500 stipends to all teachers in the schools during both years of the project to participate in training and professional development related to meeting the challenges of working in a hard-to-staff school. In year one of the pilot, schools received base funding of \$150 per student to be used to improve working conditions of the school. In year two, schools that demonstrated increased student achievement as evidenced by at least a 10 percent reduction in the failure rate from the previous year on Standards of Learning (SOL) tests received base funding of \$200 per student. At least 50 percent of the funds had to be used as salary incentives for all faculty members of the school. This project is funded entirely with Title II, Part A, funds.</p>
Baseline Data	<ul style="list-style-type: none"> • According to data in the 2003 Consolidated State Performance Report, schools in Virginia that serve low socio-economic status and minority students had disproportionately fewer qualified teachers. On average, 20 percent of classes in high-poverty schools, and 12 percent of classes in low-poverty schools were taught by non highly qualified teachers. • For every point increase in the percentage of classes taught by highly qualified teachers, there is a three to six point increase in high school SOL pass rates and a three to five point increase in core subject pass rates for 8th grade. • For every 400 students, a one point increase in the percentage of highly qualified teachers would be associated with 9 to 20 more children passing their 8th grade writing test.

Virginia's State Teacher Equity Plan Program Details

Project:	Hard to Staff Incentive Program
Research:	<p>Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues -Financial Incentives</i>. Available online at http://www.tqsource.org/strategies/atrisk/Financial.pdf</p> <p>Levin, J. & Quinn, M. (2003). <i>Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms</i>. New York, NY: The New Teacher Project. Available online at: http://www.tntp.org/docs/reportfinal9-29.pdf</p> <p>National Commission on Teaching and America's Future (January 2003). <i>No Dream Denied: A Pledge to America's Children</i>. Washington, D.C. Available online at: http://www.nctaf.org/documents/no-dream-denied_full-report.pdf</p> <p>National Partnership for Teaching in At-Risk Schools. (2005) <i>Qualified Teachers in At-Risk Schools: A National Imperative</i>. Washington, D.C. Available online at http://www.ncrel.org/quality/partnership.pdf</p> <p>Prince, C. (2003). <i>Higher Pay in Hard-to-Staff Schools: The Case for Financial Incentives</i>. Lanham, MD: Scarecrow Press. Inc.</p> <p>Southeast Center for Teaching Quality. (2004) <i>Teacher Working Conditions are Student Learning Conditions: A Report to Governor Mike Easley on the 2004 North Carolina Teacher Working Conditions Survey</i>. Chapel Hill, NC. Available online at: http://www.teachingquality.org/pdfs/TWC_FullReport.pdf</p> <p>Strong, Michael. (December 2005). <i>Mentoring New Teachers to Increase Retention: A Look at the Research</i>. Santa Cruz, CA: New Teacher Center. Available online at: http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf</p> <p>Walsh, K. & Tracy, C. (undated) <i>Increasing the Odds: How Good Policies Yield Better Teachers</i>. Washington, D.C. National Council on Teacher Quality.</p>
Impact Data:	<p>One urban and one rural school division each with one middle school and one high school were selected to participate in the pilot. After the first year of the pilot the turnover rate in the rural division dropped from 40 to 19 teachers. In the urban division, teacher turnover went from 13 to 17 teachers but six of those were because of certification issues. Both divisions were able to use the recruitment incentive to hire highly</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Hard to Staff Incentive Program
	<p>qualified teachers in science or mathematics. Data for the second year of the pilot will be collected in summer 2006.</p> <p>In July 2005 the project was modified and expanded to three additional school divisions containing hard-to-staff schools. The hiring incentive was 30 percent of the average teacher's salary in that division and the annual bonus for incumbent teachers was 10 percent of the average teacher's salary in the division. Training stipends remained at \$500. The expanded program was supported by state funds, Title II, Part A, funds, Title I School Improvement funds, and Comprehensive School Reform funds.</p>
Timeline:	September 2004 – June 2006
Reporting/ Evaluation:	Divisions provide regular reports of recruitment and hiring successes and teacher staff development.
Funding Source:	<p>Title I, Part A, School Improvement Title II, Part A Comprehensive School Reform State funding</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Hard to Staff Mentoring Program
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The General Assembly has appropriated supplemental funds for teacher mentoring programs to assist schools designated as hard-to-staff (See Mentor Teacher Programs). The state share of General Assembly funds for this program is based on \$1,928 per each first-year teacher in schools designated as hard-to-staff. Payments to school divisions have been adjusted based on the composite index. In order to receive these funds, school divisions must be utilizing one of the following three mentor programs currently being piloted in Virginia: <i>Educational Testing Service (ETS) Pathwise</i>, the <i>Santa Cruz New Teacher Project</i>, and Fairfax County's <i>Great Beginnings</i> or develop a mentor teacher model that is carefully aligned with the <i>Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-To-Staff Schools</i>.</p>
Baseline Data/Research Base:	<p>This mentor program was developed to provide additional funding for designated hard-to-staff schools. These schools typically have lower student achievement, higher teacher turnover, and greater numbers of new teachers than schools not designated as hard-to-staff.</p> <p>Research:</p> <p>Center for Teaching Quality. (June 2006). <i>Why Mentoring and Induction Matters and What Must Be Done for New Teachers</i>. Available online at http://www.teachingquality.org/pdfs/bb_induction_essay.pdf</p> <p>Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Induction/Mentoring/Supporting New Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Induction.pdf</p> <p>Levin, J. & Quinn, M. (2003). <i>Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms</i>. New York, NY: The New Teacher Project. Available online at: http://www.tntp.org/docs/reportfinal9-29.pdf</p> <p>Strong, Michael. (December 2005). <i>Mentoring New Teachers to Increase Retention: A Look at the Research</i>. Santa Cruz, CA: New Teacher Center. Available online at: http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Hard to Staff Mentoring Program	
	Villar, A. (2004). <i>Measuring the Benefits and Costs of Mentor-Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement</i> . Santa Cruz, CA: New Teacher Center.	
Impact Data:	The charts that follow reflect the number of eligible LEAs, the number of eligible elementary, middle, and high schools, and the number of teachers with zero experience in hard-to-staff schools for the 2004-2005 and 2005-2006 school years.	
	2004-2005 School Year	# Eligible
		# Participating
	LEAs	66
	Elementary/Primary Schools	47
	Middle Schools	64
	High Schools	73
		55
	Total Number of Schools	216
	Number of Teachers with Zero Years of Experience	177

		1,059

Virginia's State Teacher Equity Plan Program Details

Project:	Hard to Staff Mentoring Program	
2005-2006 School Year	# Eligible	# Participating
LEAs	59	56
Elementary/Primary School	89	87
Middle Schools	59	59
High Schools	56	55
Total Number of Schools	204	201
Number of Teachers with Zero Years of Experience	---	1,031
<p>The Virginia Department of Education's effort to evaluate beginning teacher mentor programs was designed to address three critical questions:</p> <ul style="list-style-type: none"> • Is the current level of funding adequate? • Are the school divisions using the funds appropriately? • Are the funds yielding effective results? <p>Preliminary Evidence of Effectiveness</p> <p>In the summer of 2005, the Virginia Department of Education introduced a Web-based survey to evaluate Virginia's beginning teacher mentor programs. The survey (completed by a school division's mentor program coordinator) measures the extent to which the mentor program complies with the <i>Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools</i>, a set of guidelines governing the development of mentoring programs in hard-to-staff as well as in non-hard-to-staff schools. Because this is the first year of data collection, these survey results provide only a preliminary indication of the effectiveness of the state's beginning teacher mentoring programs, including those in hard-to-staff school divisions.</p>		

Virginia's State Teacher Equity Plan Program Details

Project:	Hard to Staff Mentoring Program
	<p><u>Response Rate</u></p> <ul style="list-style-type: none"> • One hundred four (104) of the 135 school divisions and special education centers responded. • Fifty-three (53) of the 66 school divisions designated hard-to-staff responded to the survey. <p><u>Impact on Programs</u></p> <ul style="list-style-type: none"> • Inadequate funding forced program coordinators to reduce the very components they valued most, including frequent support meetings and increased training of mentors. • Average new teacher turnover rates decreased from 17.4 percent in 2002-03 to 13.4 percent in 2004-05 in funded divisions reporting to the Virginia Department of Education. <p>Summary</p> <p>This study represents only a small window into beginning teacher mentoring programs from the 2004-05 school year. The Department will distribute a series of pre- and post-mentoring program surveys to select teachers to measure beginning teacher satisfaction. The Department issued the pre-program survey in December 2005 and the post-program survey in May 2006.</p>
Timeline:	This initiative began in 2004. It is anticipated that it will continue, pending future approval by the General Assembly.
Reporting/ Evaluation:	Annual reports were created, and divisions reported on effectiveness of program related to preparation, effectiveness, and retention of new teachers.
Funding Source:	Teacher Quality Enhancement Grant State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Incentive-Based Funding for Teacher Preparation Programs
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The incentive-based funding initiative provides incentives for teacher preparation programs that increase the number of teacher education graduates in the state's critical shortage areas, particularly mathematics, chemistry, earth science, reading, Spanish, middle grades, library media, music education, special education, technology education, and English. The Virginia Department of Education is working with the State Council of Higher Education for Virginia to identify partnerships between institutions of higher education (IHEs) and local school divisions to encourage more responsiveness on the part of the IHEs to the needs of school divisions. Areas to be addressed include: preparing more teachers for Virginia's critical shortage areas; encouraging more teachers to work in hard-to-staff schools; designing and administering content-rich professional development; implementing Virginia's Teachers for Tomorrow recruitment program; and others as determined by each partnership.</p>
Baseline Data/Research Base:	<ul style="list-style-type: none"> • Increase the numbers of highly-qualified teachers prepared in critical shortage areas. • Increase academic content preparation. • Create university/school district partnerships designed to ensure that teacher education is responsive to the needs of K-12 schools. • Demonstrate graduate effectiveness in K-12 classrooms.
Impact Data:	<p>Impact Data are being evaluated and will be reported in October 2006.</p> <ul style="list-style-type: none"> • Provide the opportunity for teachers to become highly-qualified based on NCLB requirements. • Increase student achievement, particularly in high-poverty urban and rural communities
Timeline:	2004-2006
Reporting/Evaluation:	Annual Report
Funding Source:	Teacher Quality Enhancement Grant

Virginia's State Teacher Equity Plan Program Details

Project:	Innovative Teacher Recruitment Grants
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The innovative teacher recruitment initiative was created to increase the pool of highly qualified teachers in high-poverty urban and rural school divisions. Twenty-two school divisions and one consortium were awarded grants to design and implement teacher recruitment and retention programs. This funding supported the recruitment and retention of highly qualified teachers in school divisions that currently serve more than 142,000 students. During the 2003-2004 school year, the first year of implementation of the grants, school divisions successfully implemented recruitment and retention strategies such as: (1) increasing participation in the Future Educators Organization for high school students; (2) increasing participation in the Teacher Cadet program for high school students; (3) developing and expanding Web sites to include online applications and posting of teaching vacancies; (4) supporting teachers in preparation for the Praxis assessments; (5) increasing recruitment efforts for teachers to teach in the critical shortage areas; and (6) supporting beginning teachers through mentor teacher programs.</p>
Baseline Data/Research Base:	<p>The program was developed to expand and to create new programs to recruit and retain highly-qualified teachers in high-poverty urban and rural communities in school divisions that currently serve more than 142,000 students. Thirty-four school divisions were identified as high-poverty urban and rural districts and twenty-two school divisions and one consortium were awarded grants to design and implement teacher recruitment and retention programs.</p>
Impact Data:	<p>Impact Data are being evaluated and will be reported in October 2006. It is expected that the number of highly qualified teachers who effectively advance learning for all students will increase or exceed school division goals.</p>
Timeline:	September 2003 – June 2006
Reporting/Evaluation:	School divisions provide reports of recruitment, retention, and hiring successes.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Instructional Personnel and Licensure (IPAL) System
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Overview</p> <p>The Instructional Personnel and Licensure (IPAL) System is designed to collect detailed data on school-based instructional personnel. This web-based system is designed to provide school divisions the capability to manage their data dynamically through our Single Sign-on for Web Systems (SSWS) through a secure user login. The entire system is accessible over the Internet, and uses highly secure encryption methodology to ensure confidentiality. The system design includes a Web-based interface to enable school divisions to enter data on instructional personnel in a real time environment or to batch upload instructional personnel data exported from other data systems. The system also provides Web entry pages that allow school divisions to enter aggregate counts for central office staff, support staff, special education personnel, and paraprofessional staff (school level).</p> <p>Purpose</p> <p>The purpose of the system is to collect information on all instructional personnel, report the highly qualified status of teachers, and cross-check licensure information. The system produces a report for school divisions by individuals, schools, and school divisions to show the highly qualified and licensure status of instructional personnel. The manual for the system can be reviewed at the following Web site (https://eb01.vak12ed.edu/ipal/ipal_manual.pdf) and is designed to instruct the school divisions on how to log in and utilize the Instructional Personnel Data System software. Instructions contained in the manual include logging on to the department's Web security software, Single Sign-on for Web Systems (SSWS), and performing the following functions:</p> <ul style="list-style-type: none"> • Logging on to IPAL • Search Instructional Personnel • Adding Personnel • Editing IPAL • Adding IPAL • Editing Assignments

Virginia’s State Teacher Equity Plan Program Details

Project:	Instructional Personnel and Licensure (IPAL) System
	<ul style="list-style-type: none"> • Adding Assignments • Deleting Assignments • Editing Local Eligibility • Adding Local Eligibility • Deleting Endorsements Adding Endorsements • Deleting Local License Educational Background • Adding Local License Educational Background • Logging out of IPAL • Completing Surveys • Submitting Flat File • Reporting the Highly Qualified Status of Teachers (Please note: The licensure and matching endorsements are compared to the Department of Education database.)
Baseline Data/Research Base:	<p>The Instructional Personnel Reporting System was created as a result of the plan to develop a comprehensive database in Virginia. This was one component developed in response to the <i>Stepping Up to the Plate... Virginia’s Commitment to a Highly Qualified Teacher Inn Every Classroom</i> report from the Committee to Enhance the K-12 Teaching Profession in Virginia (Refer to the following Web site: http://www.doe.virginia.gov/VDOE/newvdoe/hq-teacher.pdf).</p> <p>Current and accurate data relating to teachers and teaching practices in the state are essential to the development of effective and sustainable strategies for recruiting, preparing, and retaining highly qualified teachers for each classroom and the ability to link teacher quality with student achievement. Without sound data and information, Virginia policymakers, educators, and the public will have neither the evidence nor the tools to demand the profound changes necessary for overhauling the current system of recruiting, preparing, licensing, supporting, assessing, retaining, and rewarding our most effective teachers.</p>
Impact Data:	<p>The Instructional Personnel Reporting System has allowed Virginia to calculate the number of highly qualified teachers statewide from all 132 school divisions.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Instructional Personnel and Licensure (IPAL) System				
	The table below shows the overall progress Virginia has made in reaching annual targets for highly qualified teachers.				
	Year	Statewide Targets	Percentage of Classes Taught by Highly Qualified Teachers	Targets for High-Poverty	Percentage of Classes Taught by Highly Qualified Teachers in High-Poverty Schools
	2002-2003 (Baseline)		83 percent		77 percent
	2003-04	85 percent	94.5 percent	80 percent	92.2 percent
	2004-05	90 percent	95.6 percent	90 percent	93.5 percent
	2005-06	100 percent	To be calculated	100 percent	To be calculated
Timeline:	The Instructional Personnel System was implemented for the 2002-03 school year. Since the first year of implementation, enhancements were made to the system to provide additional reports to assist the school divisions in the data collection process.				
Reporting/Evaluation:	Data from school divisions are submitted through a secure Web-based application. Reports are available at any time for designated state and local personnel.				
Funding Source:	Teacher Quality Enhancement Grant				

Virginia's State Teacher Equity Plan Program Details

Project:	Leadership Development Competitive School Division Grants
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The 2004 Virginia General Assembly appropriated funds for leadership grants in response to the recommendations of the legislature's Commission to Review, Study, and Reform Educational Leadership. The funds, awarded by the Virginia Department of Education included \$500,000 the first year and \$500,000 the second year for competitive grants of \$100,000 each to school divisions. School division recipients must have a partnership agreement with a Virginia institution of higher education or another entity for a defined leadership development preparation program that addresses the leadership standards established by the Board of Education. Standards and guidelines for school divisions to use to apply for these grants included the <i>Virginia Licensure Regulations for School Personnel, July 1, 1998, (8VAC20-21-580)</i> and the <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents, January 6, 2000</i>. Five competitive grants totaling up to \$100,000 each were awarded for the fiscal year 2004-2005 with five additional grants totaling up to \$100,000 each were awarded for the fiscal year 2005-2006.</p> <ul style="list-style-type: none"> • The Principalship Education Plan (PEP) This program serves the counties of Carroll, Floyd, Giles, Grayson, Patrick, Pulaski, and Wythe, and the city of Galax. The initiative reflects a partnership between the school divisions, Radford University, the Western Virginia Public Education Consortium, and the National Association of Secondary Principals. PEP provides modules aligned with ISLLC standards, include a pre-and post-assessment component, and an individualized approach to training for school administrators. • The Leadership Preparation Academy - This partnership between Virginia Commonwealth University, Hopewell City, and Prince George County has been expanded to include Sussex County and Charles City County. The Academy will assist 24 candidates to achieve endorsements in school administration. Training also will be offered to current administrators who wish to enhance their skills. The participation by business partners such as Honeywell, Ace Corporation, and Logistics Management Corporation focuses on organizational change and teambuilding.

Virginia's State Teacher Equity Plan Program Details

Project:	Leadership Development Competitive School Division Grants
Description:	<ul style="list-style-type: none"> <p>• The Leadership Academy for Aspiring School Leaders - This academy has partners from Newport News Public Schools, Old Dominion University, the Urban Learning and Leadership Center, and the Harnessing Optimism and Potential Through Education (HOPE) Foundation. This initiative develops leadership capacity by focusing on 50 highly qualified teachers with (i) at least three years' experience in the school division; (ii) a master's degree; and (iii) demonstrated leadership potential and interest. Participants may be nominated or "tapped"; the tapping individual then serves as a mentor. Eight full-day seminars and a three-day summit are provided for 25 participants in each of two years.</p> <p>• Aligning Leadership Investment and Growth Now (ALIGN) - This partnership serves the counties of Amelia, Appomattox, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward with Longwood University and the University of Virginia. This leadership training program offers shared colloquia, Saturday gatherings, summer leadership components, and mentors for 36 current and aspiring school administrators.</p> <p>• Leaders Mentoring Leaders: Pre-Administrator/Administrator Mentoring - This program is the product of a partnership among Virginia Beach City Public Schools, Old Dominion University, and the Adele Lynn Leadership Group. It combines job-embedded practical experiences with mentoring for 90 mentors and protégés.</p> <p>• Professional Partnership for School Leadership Preparation - The Virginia School-University Partnership collaborated to develop an 18-month competency-based program that will prepare 50 eligible candidates to become successful school administrators through their participation in a series of activities designed to address state and national standards. Unlike conventional administrative licensure programs, which require specific subjects and class hours for certification, this program will customize activities that will give candidates the knowledge and skills they need to become effective school administrators. A diagnostic assessment of school leadership knowledge and skills will be used</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Leadership Development Competitive School Division Grants
Description:	<p>to determine the candidates' competencies and deficiencies and to serve as the basis for the activities designed for each candidate's Individualized Preparation Program.</p> <ul style="list-style-type: none"> <p>• The Urban School Leaders Preparation Program (USLPP) - This program is designed for 28 students who already have master's degrees in education. At the end of the two-year program these students are eligible for administrative leadership licensure. The program employs a flexible, modular curriculum design that permits student programs of study to be individualized to acknowledge their expertise and best meet their learning needs. The program includes an extensive degree practicum and internship work, including a capstone school improvement project that allows students to demonstrate their ability to lead improvement teams and to demonstrate their knowledge, skills and abilities in implementing school change to improve student learning.</p> <p>• The Central Virginia Regional Consortium - This program provides training for future educational leaders. It addresses the leadership standards established by the Virginia Board of Education. It is intended to have a direct impact on current teachers who are seeking a career in administration through a "grow-your-own" emphasis. The major goals of the project include: 1) responding to impending shortages of school leaders by initiating a cohort program to train 25 individuals who hold the master's degree in another educational discipline and are identified as having high aptitude for school administration; 2) providing a comprehensive development program that leads to the successful completion of the training program and the success of participants on the School Leaders Licensing Exam; and 3) sustaining project initiatives beyond project funding.</p> <p>• The Roanoke Valley Leadership Development Consortium - This program provides administrative candidates an opportunity to customize their principal preparation program based on the experiences they have had while serving in other positions. Candidates create individual education plans. These plans are developed based on the candidates' performance on the National Association of Secondary School Principals Assessment. The assessment is aligned with the Interstate School Leaders Licensure Consortium standards, and it furnishes feedback related to weaknesses for each standard. The candidates receive remediation in the areas of weakness and then retake the National Association of Secondary School Principals Assessment. As a final assessment, candidates take the School Leaders Licensure Assessment.</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	Leadership Development Competitive School Division Grants
<p>Description:</p>	<p>• The Loudoun Leadership Fellows (LLF) - This program represents the centerpiece of the work to aid aspiring, beginning, and experienced leaders in acquiring the knowledge, skills, and attitudes needed to lead effectively and ensure student learning. The purpose is to develop instructional leadership and management skills grounded in system beliefs about leadership. It is also to ensure that the system has available each year 15 highly-qualified, well-prepared candidates eligible for administrative leadership licensure and ready for placement in leadership positions. In addition, 15 experienced administrator leaders will serve as mentors, and 10 to 15 others will serve as coaches and instructors. They will gain valuable ongoing professional development as they share their expertise with the LLF participants.</p> <p>All of the school leadership-preparation programs receiving grants were developed to meet the requirements of the Board of Education’s licensure regulations and the board’s <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents</i>. Virginia is one of 15 states selected to participate in the Wallace Foundation’s State Action for Educational Leadership Project (SAELP). The Commonwealth has received two SAELP grants totaling \$650,000 from the foundation to research and create policies that promote the development and retention of educational leaders committed to raising student achievement. Activities of the General Assembly’s Commission to Review, Study, and Reform Educational Leadership were funded through Virginia’s initial SAELP grant. Virginia’s SAELP grants and the General Assembly-funded leadership preparation grants explained above represent an effort to reform and strengthen educational leadership and establish principals as the instructional leaders of their schools.</p>
<p>Baseline Data/Research Base:</p>	<p>These programs were developed and targeted to divisions that have reported upcoming shortages in qualified candidates to serve as instructional leaders. Each program must target hard-to-staff school divisions.</p> <p>Research: Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Building the Capacity of School Leaders to Support Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Leadership.pdf</p> <p>Prince, C. (January 2002). <i>The Challenge of Attracting Good Teachers and Principals to Struggling Schools</i>. Arlington, VA: American Association of School Administrators. Available online at http://staging.aasa.cms-plus.com/files/PDFs/Policy/challenges_teachers_principals.pdf</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Leadership Development Competitive School Division Grants
Expected Outcomes:	As these innovative school leadership preparation programs unfold, we will track their outcomes with the goal of refining the development of school leaders throughout the Commonwealth. The results of the 10 programs described above will provide Virginia with a wealth of information regarding ways in which leadership preparation can be enhanced. The intention of these grant proposals, expressed through the appropriations from the 2004 Virginia General Assembly, is to provide concrete evidence that will assist the Office of Teacher Education and Licensure with plans for future educational leadership program approval. The Department of Education remains committed to ensuring top quality leadership in all Virginia public schools.
Timeline:	2004-2006
Reporting/ Evaluation:	Project leaders for each program provide reports to the Virginia Department of Education annually.
Funding Source:	Wallace Foundation State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Leading From the Middle
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>This program is designed to assist principals and leadership teams in turning around low performing middle schools. Research-based strategies will be shared that focus on the unique characteristics and challenges of leadership in a middle school. The Division of School Improvement will oversee the development and implementation of this program. Data will be evaluated in Summer 2006 when student achievement results are available to determine the list of targeted schools.</p>
Baseline Data/Research Base:	<p>This program has been developed to address the unique needs of middle school instructional leaders in raising student achievement and improving teacher quality and retention.</p> <p>Research: Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Building the Capacity of School Leaders to Support Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Leadership.pdf</p> <p>Prince, C. (January 2002). <i>The Challenge of Attracting Good Teachers and Principals to Struggling Schools</i>. Arlington, VA: American Association of School Administrators. Available online at http://staging.aasa.cms-plus.com/files/PDFs/Policy/challenges_teachers_principals.pdf</p>
Expected Outcomes:	It is expected that student achievement will improve in targeted schools.
Timeline:	This program will be implemented Fall 2006.
Reporting/Evaluation:	Student achievement results will be studied in each participating school and evaluation of the program will be ongoing.
Funding Source:	School Improvement funding

Virginia's State Teacher Equity Plan Program Details

Project:	Lesson Study
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Louisa County and Spotsylvania County Public Schools, in collaboration with the Department of Education, piloted the lesson study process in high school geometry. The lesson study involved selected members of the mathematics faculties (volunteers only) at the schools, mathematics advisors from both counties, and a mathematics specialist from VDOE. During summer 2004, teachers learned about lesson study and developed four (4) geometry lessons. Teachers participated in the lesson study process during the 2004-05 academic year using the four developed lessons. Additionally, teachers observed in their home schools and in the collaborating school.</p>
Baseline Data/Research Base:	<p>Lesson study is not just about improving a single teacher, but rather building pathways for ongoing improvement of instruction (Lewis, Hurd, and Perry 2004). Studies of teachers engaged in lesson study indicate that several facets of self-improvement underlie successful lesson study: increased content knowledge, increased pedagogical knowledge, enhanced student observation skills, better collegial networking, long term goals, better motivation, and higher-quality lesson plans.</p> <p>Lesson study focuses on what teachers want students to learn rather than what teachers plan to teach. In lesson study, teachers develop a lesson collaboratively. Then one teacher teaches the lesson first while her colleagues observe student learning. The group then reconvenes to rehash, debrief, and perhaps revise the lesson. Finally, all teach the revised lesson.</p> <p>References: Darling-Hammond, L., & Ball, D. L. (1998). <i>Teaching for high standards: What Policymakers Need to Know and be Able to Do</i>. New York: National Commission on Teaching and American's Future and Consortium for Policy Research in Education. Lewis, C. (2002). <i>Lesson Study: A Handbook of Teacher-led Instructional Change</i>. Philadelphia: Research for Better Schools. Lewis, C., Hurd, J., & Perry, R. (February 2004). A Deeper Look at Lesson Study.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Lesson Study
	<p><i>Educational Leadership</i>, 18-22.</p> <p>National Research Council. (2002). <i>Studying Classroom Teaching as a Medium for Professional Development. Proceedings of a U.S.-Japan Workshop</i>. Bass, H., Usiskin, Z., and Burrill, G. (Eds.). Mathematical Sciences Education Board. Washington, DC: National Academy Press.</p> <p>Richardson, J. (2004). Lesson study: Teachers learn how to improve instruction. <i>Tools for Schools</i>, 1-7.</p> <p>Stigler, J. W., & Hiebert, J. (1999). <i>The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom</i>. New York: Summit Books.</p>
Impact Data:	Teacher participants kept journals throughout the year of the project. Teachers became aware of how planned lessons differ in implementation and were responsible for their own professional development. The participating counties have expanded the number of teachers involved in Lesson Study and plan to increase the numbers next year (2006-07) as well. Student achievement scores of schools participating in this study will be examined.
Timeline:	<p>March 2005 – professional development for mathematics supervisors at the Virginia Council of Supervisors of Mathematics.</p> <p>Spring 2005 – presentation at the Virginia Council of Teachers of Mathematics</p> <p>November 2005 – professional development provided for teachers at the annual Algebra Readiness Symposium</p>
Reporting/ Evaluation:	Teacher participants submitted journals to project manager.
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: A Partnership Project: Building Innovative Distance Learning Mathematics Courses for High School Teachers
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics.</p> <p>The University of Virginia was awarded \$187,126 for a project entitled “A Partnership Project: Building Innovative Distance Learning Mathematics Courses for High School Teachers.” The goal of the project is to develop and provide three innovative long distance mathematics courses for teachers in high need schools. There are 9 partnering school divisions.</p>
Baseline Data/Research Base:	This program was developed to increase the subject matter knowledge of high school mathematics teachers. A needs assessment was conducted for the participating schools, and the results indicated a need for teacher professional development in order to raise student achievement in mathematics, especially among the identified NCLB subgroups. These additional courses will also allow teachers to teach dual enrollment courses, which is a need in this area of the state.
Expected Outcomes:	Forty teachers are targeted to participate in this program. Data will be available September 30, 2006. The partnering school divisions will have 40 teachers participate in mathematics coursework, beginning in Summer 2006 and continuing through September 30, 2007.
Timeline:	March 1, 2006 – September 30, 2007
Reporting/Evaluation:	Program directors are required to submit a quarterly report to VDOE and an annual report to USED. The first quarterly report will be due to VDOE on September 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: The Algebra and Geometry for All (ALGEA) Project
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics.</p> <p>Christopher Newport University was awarded \$175,000 for a project entitled “The Algebra and Geometry for All (ALGEA) Project.” The goal of the project is to develop and offer courses for Algebra and Geometry teachers in high need schools. There are two partnering school divisions.</p>
Baseline Data/Research Base:	<p>This program was developed to increase the subject matter knowledge of high school mathematics teachers and paraprofessionals that teach Algebra and Geometry. A needs assessment was conducted for the participating schools, and the results indicated a need for teacher professional development in order to raise student achievement in Algebra and Geometry, especially among the identified NCLB subgroups. A particular focus for this program is the inclusion of special education teachers and paraprofessionals that work with students who have disabilities.</p>
Expected Outcomes:	<p>Thirty (30) teachers and 15 paraprofessionals are targeted to participate in this program. Data will be available September 30, 2006. The partnering school divisions will have 30 teachers and 15 paraprofessionals participate in Geometry and Algebra coursework, beginning in Summer 2006 and continuing through September 30, 2007.</p>
Timeline:	March 1, 2006 – September 30, 2007
Reporting/Evaluation:	<p>Program directors are required to submit a quarterly report to VDOE and an annual report to USED. The first quarterly report will be due to VDOE on September 30, 2006.</p>
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Coalfield County Mathematics Science Partnership (CCMSP)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics.</p> <p>The University of Virginia's college at Wise was awarded \$116,876 for a project entitled "Coalfield County Mathematics Science Partnership (CCMSP)." The goal of the project is to increase the mathematics content knowledge of teachers in grades 6-8. The consortium also includes the Appalachian Mathematics Science Partnership and 7 school divisions.</p>
Baseline Data/Research Base:	<p>This program was developed to increase the subject matter knowledge of mathematics teachers in grades 6-8. A needs assessment was conducted for the participating schools, and the results indicated a need for teacher professional development in order to raise student achievement in mathematics. The partnering school divisions each show a decline in student mathematics achievement from grade 5 to grade 8, with evidence of this trend being even more pronounced among the subgroups</p>
Expected Outcomes:	<p>Thirty teachers are targeted to participate in this program. Data will be available September 30, 2006. The partnering school divisions will have 30 teachers participate in mathematics coursework, beginning in Summer 2006 and continuing through September 30, 2007.</p>
Timeline:	<p>March 1, 2006 – September 30, 2007</p>
Reporting/Evaluation:	<p>Program directors are required to submit a quarterly report to VDOE and an annual report to USED. The first quarterly report will be due to VDOE on September 30, 2006.</p>
Funding Source:	<p>Title II, Part B</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Earth Science Collaborative
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics.</p> <p>The Mathematics and Science Center in Richmond was awarded \$920,848 for a project entitled “Virginia Earth Science Collaborative: Developing Highly Qualified Teachers.” The goal of the project is to increase the number of highly qualified Earth Science teachers by providing access to astronomy, geology, meteorology, and oceanography courses. The Mathematics and Science Center is partnering with the College of William and Mary, George Mason University, James Madison University, Longwood University, Radford University, the Science Museum of Virginia, University of Virginia (UVA) and its School of Continuing and Professional Studies, Virginia Commonwealth University, Virginia Institute of Marine Sciences, and 71 school divisions.</p>
Baseline Data/Research Base:	<p>This priority was targeted to meet the need of the shortage of highly qualified Earth Science teachers in the . Currently, Earth Science teachers are number one on the critical shortage teacher list in Virginia. Teachers with an endorsement in any science can get the add-on endorsement for Earth Science by taking 18 credits in the areas of meteorology, oceanography, astronomy, and geology.</p>
Impact Data:	<p>There are 110 participants to date (based on December 2005 data)</p> <ul style="list-style-type: none"> • 60 are high school teachers and are on track to be endorsed by the end of grant • 14 are middle school teachers and would like to move toward Earth Science endorsement • 4 are Special Education collaborative Earth Science teachers • 6 are middle school or special education grade 6 teachers <p>This program has received funding (\$300,000) to continue the program for another grant year. It is anticipated that by the end of year two, approximately 250 teachers will have completed the coursework.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Earth Science Collaborative
Timeline:	Original grant: March 1, 2005 – September 30, 2006 Continuation: October 1, 2006 – September 30, 2007 Coursework is offered throughout the school year and summer.
Reporting/ Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The next quarterly report will be due to VDOE on June 30, 2006.
Funding Source:	Title II, Part B

Virginia’s State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Helping Our Pupils Excel (HOPE) in Science
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics. Petersburg City Public Schools was awarded \$183,045 for a project entitled “Helping Our Pupils Excel (HOPE) in Science.” The goal of the project is to increase the science content knowledge of teachers in grades 4-8. Petersburg City Public Schools is partnering with the Mathematics and Science Center in Richmond and Virginia Union University.</p>
Baseline Data/Research Base:	<p>This program was developed to increase the subject matter knowledge of science teachers in grades 4-8. A needs assessment was conducted for the participating school, and the results indicated a need for teacher professional development in order to raise student achievement in science. Petersburg is currently below the 70 percent proficiency benchmark for Standards of Learning (SOL) tests in grade 5 in all seven elementary schools and both of its middle schools.</p>
Expected Outcomes:	<p>Fifty (50) teachers are targeted to participate in this program. Data will be available September 30, 2006. The partnering school division will have 50 teachers participate in science coursework, beginning in Summer 2006 and continuing through September 30, 2007.</p>
Timeline:	<p>March 1, 2006 – September 30, 2007</p>
Reporting/Evaluation:	<p>Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The first quarterly report will be due to VDOE on September 30, 2006.</p>
Funding Source:	<p>Title II, Part B</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Innovative Teachers of Earth Science in Tidewater (ITEST)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2004-05, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$2 million to programs supporting professional development activities for mathematics and science teachers. The 2004-05 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with Virginia's Standards of Learning curricula, and demonstrated measurable improvement in student achievement in earth science and middle school mathematics.</p> <p>The Southeast Virginia Regional Consortium was awarded \$145,000 for a project entitled "Innovative Teachers of Earth Science in Tidewater (ITEST)." The project goal is to offer courses to participating teachers that will lead to an earth science endorsement. The consortium includes Hampton University, Norfolk State University, Old Dominion University, Virginia Wesleyan College, the Virginia Space Grant Consortium, and Portsmouth, Chesapeake, Norfolk, Suffolk, and Hampton public schools.</p>
Baseline Data/Research Base:	<p>This priority was targeted to meet the need of the shortage of highly qualified Earth Science teachers in the . Currently, Earth Science teachers are number one on the critical shortage teacher list in Virginia. Teachers with an endorsement in any science can get the add-on endorsement for Earth Science by taking 18 credits in the areas of meteorology, oceanography, astronomy, and geology.</p>
Impact Data:	<p>There are 54 different participants of which 23 are eligible to get the add-on endorsement (based on March 2006 data). This program has received funding (\$119,440) to continue the program for another grant year. It is anticipated that by the end of year two, approximately 100 teachers will have completed the coursework.</p>
Timeline:	<p>Original grant: March 1, 2005 – September 30, 2006 Continuation: October 1, 2006 – September 30, 2007 Coursework is offered throughout the school year and summer.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Innovative Teachers of Earth Science in Tidewater (ITEST)
Reporting/ Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The next quarterly report will be due to VDOE on June 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Mathematics and Science Inquiry Needed for Data Analysis through Technology Wise-use and Integration by Students and Teachers (MINDTWIST)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics. Longwood University was awarded \$168,684 for a project entitled "Mathematics and Science Inquiry Needed for Data Analysis through Technology Wise-use and Integration by Students and Teachers (MINDTWIST)." The goal of the project is to provide content-specific, inquiry-based mathematics and science courses for teachers of grades 4-8. There are seven partnering school divisions.</p>
Baseline Data/Research Base:	<p>This program was developed to provide professional development to teachers of mathematics and science that incorporates technology and inquiry based techniques into content courses. A needs assessment was conducted for the participating schools, and the results indicated a need for teacher professional development in order to raise student achievement, especially among the identified NCLB subgroups.</p>
Expected Outcomes:	<p>Three hundred fifty (350) teachers are targeted to participate in this program. Data will be available September 30, 2006. The partnering school divisions will have 35 teachers participate in mathematics and science coursework, beginning in Summer 2006 and continuing through September 30, 2007.</p>
Timeline:	<p>March 1, 2006 – September 30, 2007</p>
Reporting/Evaluation:	<p>Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). . The first quarterly report will be due to VDOE on September 30, 2006.</p>
Funding Source:	<p>Title II, Part B</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Mathematics and Science Partnership – High School Mathematics
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics.</p> <p>James Madison University was awarded \$158,776 for a project entitled “Mathematics and Science Partnership – High School Mathematics.” The goal of the project is to develop and offer four mathematics courses for high school mathematics teachers in high need schools. The consortium includes the University of Mary Washington and 7 partner school divisions.</p>
Baseline Data/Research Base:	This program was developed to increase the subject matter knowledge of high school mathematics teachers. A needs assessment was conducted for the participating schools, and the results indicated a need for teacher professional development, specifically in the use of technological tools for teaching mathematics, in order to help raise student achievement in mathematics. Five of the partnering divisions did not make AYP for the 2004-05 academic school year.
Impact Data:	Forty (40) teachers are targeted to participate in this program. Data will be available September 30, 2006. The partnering school divisions will have 40 teachers participate in mathematics coursework, beginning in Summer 2006 and continuing through September 30, 2007.
Timeline:	March 1, 2006 – September 30, 2007
Reporting/Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The first quarterly report will be due to VDOE on September 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Virginia Mathematics Specialist Project
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics and science teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in those areas and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with the Virginia Standards of Learning curricula, and demonstrated improvement in student achievement in science and mathematics.</p> <p>The University of Virginia was awarded \$749,581 for a project entitled "Virginia Mathematics Specialist Project." The goal of the project was to establish a master's degree program at four institutions across the state and to have 80 teachers eligible for the proposed K-8 mathematics specialist license by September 2005. This consortium includes seven partnering institutions of higher education and 26 school divisions.</p>
Baseline Data/Research Base:	This program was developed to improve the quality of K-8 mathematics teaching by encouraging institutions of higher education to expand their K-8 mathematics education program of studies to support Virginia's proposed licensure requirements for K-8 mathematics specialists
Impact Data:	Over 100 teachers took at least one of the 5 courses and 60 teachers took all five courses for Year One. This program received funding (\$200,000) to continue the program for another grant year. It is anticipated that by the end of year two, approximately 60 additional teachers will have participated in the coursework. This information will be available September 30, 2006. This program has also received funding (\$300,000) to continue the grant through September 30, 2007. It is anticipated that an additional 60 teachers will be able to participate in the program for year three.
Timeline:	March 1, 2004 – September 30, 2005 (Year One) October 1, 2005 – September 30, 2006 (Year Two) October 1 2006 00 September 30, 2007 (Year Three)

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Virginia Mathematics Specialist Project
Reporting/ Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The next report will be due to VDOE on September 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Preparing Highly Qualified Middle School Mathematics Teachers Across Virginia
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2003-04, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics teachers. The 2003-04 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in mathematics and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with Virginia's Standards of Learning (SOL) curricula, and demonstrate measurable improvement in student achievement in mathematics.</p> <p>Virginia Commonwealth University was awarded \$373,809 for a project entitled "Preparing Highly Qualified Middle School Mathematics Teachers Across Virginia." The goal of the project was to develop and offer four graduate-level courses to 100 teachers by September 2005. This consortium included four partnering institutions of higher education and 11 school divisions.</p>
Baseline Data/Research Base:	This program was developed to provide support to increase the number of highly qualified mathematics teachers in grades K-8, particularly in middle schools that are accredited with warning or provisionally accredited.
Impact Data:	One hundred eighty-four (184) teachers participated in the professional development activities. Of this number, 112 did not meet the highly qualified criteria before participation and now do meet the criteria.
Timeline:	March 1, 2004 – September 30, 2005
Reporting/Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED).
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Preparing Highly Qualified Middle School Mathematics Teachers
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2004-05, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics teachers. The 2004-05 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in mathematics and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with Virginia's Standards of Learning (SOL) curricula, and demonstrate measurable improvement in student achievement in mathematics.</p> <p>The University of Virginia (UVA) was awarded \$539,370 for a project entitled "Preparing Highly Qualified Middle School Mathematics Teachers Across Virginia." The goal of the project is to provide four mathematics courses to 6th- and 7th-grade mathematics teachers, including special education teachers, across the state. The courses will be offered at 10 sites around the state. UVA is partnering with James Madison University, Longwood University, Radford University, University of Mary Washington, Virginia Commonwealth University, Virginia Tech, and 46 school divisions.</p>
Baseline Data/Research Base:	<p>This program was developed to improve the academic achievement of middle school students in mathematics. The addition of grade level mathematics SOL tests in grades 6 and 7 have given the teachers the opportunity to explore and improve their mathematical content areas that are related to the SOL tests through this professional development. Also, needs assessments of partnering schools divisions show the achievement gap present among the identified NCLB subgroups.</p>
Impact Data:	<p>Three hundred fourteen (314) teachers participated in 23 sections of coursework (March 2006 data). This program has received funding (\$240,000) to continue the program for another grant year. It is anticipated that by the end of year two, approximately 500 teachers will have participated in the coursework.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Preparing Highly Qualified Middle School Mathematics Teachers
Timeline:	Original grant: March 1, 2005 – September 30, 2006 Continuation: October 1, 2006 – September 30, 2007 Coursework is offered throughout the school year and summer.
Reporting/ Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The next quarterly report will be due to VDOE on June 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Science SOLutions
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2005-06, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics teachers. The 2005-06 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in mathematics and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with Virginia's Standards of Learning (SOL) curricula, and demonstrate measurable improvement in student achievement in mathematics.</p> <p>The Danville Science Center in Danville was awarded \$125,000 for a project entitled "Science SOLutions." The goal of the project is to increase the physical science content knowledge of teachers in grades 6-12. The Danville Science Center is partnering with the Averett University, the Institute for Advanced Learning and Research and 7 school divisions.</p>
Baseline Data/Research Base:	This program was developed to increase the subject matter knowledge of science teachers in grades 6-12. A needs assessment was conducted for the participating schools, and the results indicated a need for teacher professional development in order to raise student achievement and close achievement gaps between the NCLB subgroups.
Expected Outcomes:	Twenty-five (25) teachers are targeted to participate in this program. Data will be available September 30, 2006. The partnering schools will have 25 teachers participate in physical science coursework and lesson study, beginning in Summer 2006 and continuing through September 30, 2007.
Timeline:	March 1, 2006 – September 30, 2007
Reporting/Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The first quarterly report will be due to VDOE on September 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Tidewater Team for Improved Middle School Mathematics
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>For 2004-05, the Department of Education awarded Mathematics and Science Partnership (MSP) grants totaling more than \$1 million to programs supporting professional development activities for mathematics teachers. The 2004-05 MSP grants provided opportunities for teachers to increase their subject matter knowledge and teaching skills in mathematics and to meet the highly qualified designation under the <i>No Child Left Behind Act of 2001</i>. The grants supported classroom focused activities aligned with Virginia's Standards of Learning (SOL) curricula, and demonstrate measurable improvement in student achievement in mathematics.</p> <p>The College of William and Mary was awarded \$438,064 for a project entitled "Tidewater Team for Improved Middle School Mathematics." The goal of the project is to provide six graduate courses in the Tidewater area to 6th- and 7th-grade mathematics teachers, including special education teachers. The College of William and Mary is partnering with Hampton University, Old Dominion University, Virginia State University, and 25 schools divisions.</p>
Baseline Data/Research Base:	<p>This program was developed to improve the academic achievement of middle students in mathematics. The addition of grade level mathematics SOL tests in grades 6 and 7 have given the teachers the opportunity to explore and improve their mathematical content areas that are related to the SOL tests through this professional development. Also, needs assessments of partnering schools divisions show the achievement gap present among the identified NCLB subgroups.</p>
Impact Data:	<p>Two hundred seventeen (217) teachers have participated in 12 sections of coursework (based on March 2006 data). This program has received funding (\$300,000) to continue the program for another grant year. It is anticipated that by the end of year two, approximately 400 teachers will have participated in the coursework.</p>
Timeline:	<p>Original grant: March 1, 2005 – September 30, 2006 Continuation: October 1, 2006 – September 30, 2007 Coursework is offered throughout the school year and summer.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mathematics and Science Partnership: Tidewater Team for Improved Middle School Mathematics
Reporting/ Evaluation:	Program directors are required to submit a quarterly report to the Virginia Department of Education (VDOE) and an annual report to the United States Department of Education (USED). The next quarterly report will be due to VDOE on June 30, 2006.
Funding Source:	Title II, Part B

Virginia's State Teacher Equity Plan Program Details

Project:	Mentor Teacher Institute	
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy	
Description:	<p><i>The Sustaining Quality Reform: Mentoring and Beyond Institute</i> convened in June 2005 in Portsmouth, Virginia, and featured advanced mentor training and sessions on evaluation instruments to determine the impact of mentor programs in Virginia. Attendees were provided the opportunity to receive mentor training from one of the three Teacher Quality Enhancement (TQE) mentor pilot programs: <i>Educational Testing Service (ETS) Pathwise</i>, the <i>Santa Cruz New Teacher Project</i>, and Fairfax County's <i>Great Beginnings</i>. On the final day of the institute, Charlotte Danielson, co-author of "Teacher Evaluation to Enhance Professional Practice" and teacher induction publications, provided the keynote address. A session devoted to evaluating mentor teacher programs followed her presentation. Representatives from 53 school divisions attended.</p>	
Baseline Data/Research Base:	<p>Opportunities for mentor training were requested and requested by mentor coordinators, teachers, and mentees from across the state. Many divisions wanted to design, plan, and implement an effective mentor teacher training program but did not have the resources or training to get started. Other divisions with established mentor programs were interested in attending the institute in order to learn other effective mentoring strategies and validate the programs they were already implementing.</p>	
Impact Data:	Virginia Teacher Mentor Institute Evaluation Results (Based on 73 responses) June 22-24, 2005 SURVEY QUESTIONS	
	Evaluation Questions	Most Frequent Responses
	What knowledge have you gained?	<ul style="list-style-type: none"> • An overview/description of three proven teacher mentor/induction programs (framework and components) • How to model good teaching in order to be a successful mentor • How to evaluate the effectiveness of the school's mentoring program • Ways to implement a teacher mentor/induction program • Useful strategies needed to successfully select and train mentors • More in-depth understanding of the mentor and mentee roles

Virginia's State Teacher Equity Plan Program Details

Project:	Mentor Teacher Institute	
	What skills have you learned?	<ul style="list-style-type: none"> • Creating a relationship of trust between the mentor and mentee • Understanding the needs of the beginning teacher and his/her mentor • Learning effective coaching/mentoring techniques • Designing more useful evaluation/documentation techniques • Organizing reflection time for the mentor/mentee
	What impact will the institute have on implementing a quality mentoring program in your school division?	<p>All of the responses fell into one of the following three categories:</p> <ul style="list-style-type: none"> • Attending the institute will help inform the decision to implement a teacher mentor/induction program. • The information presented will help enhance the division's current teacher mentor/induction program. • Effective guidelines, practices, and programs will define the roles of mentors and mentees. This, in turn, will determine student achievement in the future.
	How many years has your school/school division been conducting a teacher mentoring program?	<ul style="list-style-type: none"> • 1-3 years=36 percent • 4-6 years=21 percent • 7-10 years=29 percent • >10 years=1 percent • unsure=13 percent
Timeline:	It is anticipated that state appropriated mentor funding will continue. Funding is provided each year based on the number of teachers with zero experience.	
Reporting/ Evaluation:	Surveys are conducted after the institute.	
Funding Source:	Teacher Quality Enhancement Grant State funding expected beginning in 2006	

Virginia's State Teacher Equity Plan Program Details

Project:	Mentor Teacher Programs
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>In 1999 the Education Accountability and Quality Enhancement Act was enacted requiring a mentor for every beginning teacher. The Virginia General Assembly appropriates funding each biennium for clinical faculty and mentor teacher programs. Career Switchers benefit from working with two mentors. One is provided through the state appropriation and the other through the career switcher program.</p>
Baseline Data/Research Base:	<p>Successful mentor programs begin at the local level. Effective programs are characterized by strong leadership and management. The benefits of mentor programs show a direct correlation to their intensity, i.e., the more programs provide, the greater their success. Programs that are not well-planned and delivered can be counterproductive as half-way measures. This may result in increased stress for beginning teachers and a regression to less effective teaching habits.</p> <p>Higher standards and greater accountability are increasing the demand for qualified teachers. The National Center for Education Statistics predicts that approximately 2.12 million teachers will be needed by 2008. Although many factors are contributing to the shortage such as increased birth and immigration rates, an aging teacher force, and reduced class size, the most troubling factor is that both novice and veteran teachers are leaving the profession or never enter the classroom. Nationally, 9.3 percent of public school teachers leave before they complete their first year and nearly 30 percent leave the profession within five years of entry. Rural and high-poverty districts experience even higher rates of attrition. Often the first to leave are the most academically talented.</p> <p>Losing a well-educated and talented teacher in the first year of teaching is a great loss. Losing a talented teacher because of inadequate support and guidance during the early years is a loss that can be avoided. Implementing effective mentor teacher programs in divisions is a strong step in the right direction.</p> <p>Research: Center for Teaching Quality. (June 2006). <i>Why Mentoring and Induction Matters and What Must Be Done for New Teachers</i>. Available online at http://www.teachingquality.org/pdfs/bb_induction_essay.pdf</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Mentor Teacher Programs
	<p>Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Induction/Mentoring/Supporting New Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Induction.pdf</p> <p>Levin, J. & Quinn, M. (2003). <i>Missed Opportunities: How We Keep Highly Qualified Teachers Out of Urban Classrooms</i>. New York, NY: The New Teacher Project. Available online at: http://www.tntp.org/docs/reportfinal9-29.pdf</p> <p>Strong, Michael. (December 2005). <i>Mentoring New Teachers to Increase Retention: A Look at the Research</i>. Santa Cruz, CA: New Teacher Center. Available online at: http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf</p> <p>Villar, A. (2004). <i>Measuring the Benefits and Costs of Mentor-Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement</i>. Santa Cruz, CA: New Teacher Center.</p>
Impact Data:	The last report reflects that out of 132 school division in Virginia, 93 divisions participated in receiving the state appropriated mentor funds. The amount of funding for each teacher was \$175.
Timeline:	The money is made available to all school divisions on an annual basis.
Reporting/ Evaluation:	Annual reports are submitted to the Division of Teacher Education.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Milken Family Foundation National Educator Awards
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Milken Family Foundation National Educator Awards Program provides public recognition and financial rewards to elementary and secondary schoolteachers, principals, and other education professionals who are furthering excellence in education. By honoring outstanding educators, the program strives to attract, retain, and motivate talented people to the challenge and adventure of teaching.</p>
Baseline Data/Research Base:	<p>The Milken Family Foundation was established by Lowell and Michael Milken in 1982 with the mission to discover and advance inventive, effective ways of helping people help themselves and those around them lead productive and satisfying lives. The Santa Monica, California-based foundation advances this mission primarily through its work in education and medical research.</p> <p>In education, the Foundation is committed to—</p> <ul style="list-style-type: none"> • Strengthening the profession by recognizing and rewarding outstanding educators and by expanding their professional leadership and policy influence; • Attracting, developing, motivating, and retaining the best talent to the teaching profession by means of comprehensive, whole school reform; • Stimulating creativity and productivity among young people and adults through programs that encourage learning as a lifelong process; and • Building vibrant communities by involving people of all ages in programs that contribute to the revitalization of their community and to the well-being of its residents. <p>Currently there are 25 Virginia Milken Educators representing 21 school divisions.</p>
Impact Data:	<p>From its original presentation of awards to a dozen California educators, the program has grown to national stature with participating partners in 48 states and the District of Columbia. Including those recipients announced during the 2005-2006 school year, more than 2,100 outstanding kindergarten through 12th grade teachers, principals, and other education professionals have been recognized with unrestricted individual Milken Educator Awards of \$25,000.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Milken Family Foundation National Educator Awards
	<p>Facts About Notifications in Virginia:</p> <ul style="list-style-type: none"> • Virginia's first year of participation was in 1999; • Virginia awarded eight recipients, one in each of the superintendent's study regions in 1999; • Awards in 1999 went to four educators in the elementary grades K-5 and four in the secondary grades 6-12 (two administrators and six teachers); • 2000, four awards went to elementary educators (three teachers and one administrator); • 2001, four awards went to secondary educators (three teachers and one administrator); • 2002, three awards went to two elementary teachers and an elementary administrator; • 2003, two awards went to two secondary teachers; • 2004, two awards went to two elementary teachers; • 2005, two awards went to two secondary teachers. <p>All expenses are paid by the Foundation. The 2005 recipients and their guest participated in a national conference and awards banquet in Washington, DC, May 16-18, 2006, where they received a \$25,000 cash award.</p> <p>It is anticipated that Virginia will be awarded a minimum of two awards for the 2006-2007 school year.</p>
Timeline:	The 2006-2007 Virginia Milken Educator Award Notifications will be announced in the fall of 2006 in selected school divisions. All expenses will be paid by the Foundation. The recipients and a guest will be invited to participate in a national conference and awards banquet in May 2007, where they will receive a \$25,000 cash award.
Reporting/ Evaluation:	Virginia Milken Educator Award recognition information is posted on the Virginia Department of Education website at http://www.doe.virginia.gov/VDOE/newvdoe/teached.html .
Funding Source:	Milken Foundation

Virginia's State Teacher Equity Plan Program Details

Project:	National Association of State Directors of Teacher Education and Certification (NASDTEC) Participation
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The National Association of State Directors of Teacher Education and Certification (NASDTEC)represents professional standards boards, commissions and state departments of education in all 50 states, the District of Columbia, the Department of Defense Educational Activity, the U.S. Territories, and the Canadian provinces of Alberta, British Columbia, and Ontario. These groups are responsible for the preparation, licensure, and discipline of educational personnel. Associate members include Canadian provinces and representatives of other constituent groups with an interest in the preparation and certification of educational personnel.</p> <p>The association has developed a national reporting database for states to receive action against licenses in other states. The Teacher Education and Licensure (TEAL 1) system interfaces with the NASDTEC Clearinghouse, and downloads information relative to action against licenses.</p>
Baseline Data/Research Base:	This system was developed to share information among states and territories of the United States relative to action against licenses. The primary purpose was to protect children.
Impact Data:	The system has helped to review cases in Virginia when individuals have had action against out-of-state licenses. Virginia plans to continue to use the system to report action against Virginia licenses and receive information from other states.
Timeline:	The information is downloaded into the Teacher Education and Licensure (TEAL) System monthly.
Reporting/Evaluation:	The information is downloaded from the NASDTEC Clearinghouse by a password protected login.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	National Board Certification Priority Funding
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>National Board Certification is a symbol of professional teaching excellence. A certificate attests that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests, and acts effectively on those judgments. Offered on a voluntary basis, National Board Certification complements -but does not replace- state licensing. While state licensing systems set entry-level standards for novice teachers, the National Board Certification establishes advanced standards for experienced teachers.</p> <p>National Board Certification measures a teacher's practice against high and rigorous standards through an extensive series of performance-based assessments, which includes teaching portfolios, student work samples, videotapes or DVDs, and thorough analyses of the candidate's teaching and the students' learning. The process involves written exercises that probe the depth of a candidate's subject-matter knowledge, as well as his or her understanding of how to teach those subjects.</p> <p>Certification is voluntary and open to anyone with a baccalaureate degree and three years of classroom experience in either a public or private school. It is valid for 10 years, after which a teacher must seek renewal. [Source: National Board Certification Web Site: http://www.nbpts.org/about/index.cfm]</p> <p>Virginia provides \$75,000 annually for grants to assist teachers in seeking NBC. In addition, Virginia has been provided federal funding for grants, and many Virginia school divisions assist teachers with the cost of the application fee. Virginia has provided an initial bonus to National Board Certified teachers of \$5,000, with a continuing award of \$2,500 annually for the life of the license. To date, the General Assembly has granted funding to allow for the full awarding of these bonuses and continuing awards. <u>Teachers in Virginia hard-to-staff schools receive priority funding for the application process involved in attaining National Board certified status.</u></p>

Virginia's State Teacher Equity Plan Program Details

Project:	National Board Certification Priority Funding
<p>Baseline Data/Research Base:</p>	<p>The National Board for Professional Teaching Standards (NBPTS) was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released "A Nation Prepared: Teachers for the 21st Century," a report that said:</p> <p>"The key to success lies in creating a profession equal to the task - a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future." The task force urged the teaching profession to set the standards and certify teachers who meet those standards and called for the formation of the National Board for Professional Teaching Standards.</p> <p>The report followed the landmark report, A Nation at Risk: The Imperative for Educational Reform, which set off alarms across the country with statements like, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." Educators, parents, business executives, and legislators awakened to the economic and social consequences of an education system failing to keep pace with a changing American and global society.</p> <p>The members of the task force outlined a plan designed to retain, reward, and advance accomplished teachers through a system of advanced certification. The National Board for Professional Teaching Standards was created from the framework of these ideas. Many of the task force members remain involved in the continuing evolution of the National Board today.</p> <p>Research:</p> <p style="padding-left: 40px;">Berry, B., & King, T. (May 2005) <i>Recruiting and Retaining National Board Certified Teachers for Hard-to-Staff, Low-Performing Schools: Silver Bullets or Smart Solutions</i>. Southeast Center for Teaching Quality. Available online at: http://www.teachingquality.org/pdgs/RecruitRetainHTSS.pdf</p> <p style="padding-left: 40px;">Vandevoort, L., Amrein-Beardsley, A., & Berliner, D. (September 8, 2004). <i>National Board Certified Teachers and Their Students' Achievement</i>. Education Policy Analysis Archived, 12(46). Available online at http://epaa.asu.edu/epaa/v12n46</p>
<p>Impact Data:</p>	<p>Since 1994, there have been 909 teachers certified while teaching in Virginia. The majority of those teachers certified in the years 2001-2005. In 2005 there were 797 NBCTs teaching in 73 school divisions and 8 regions. The current cohort of teachers seeking National Board Certification in Virginia has the largest number of candidates (565) compared to previous years. Based on past success rates, we can expect that</p>

Virginia's State Teacher Equity Plan Program Details

Project:	National Board Certification Priority Funding
	approximately 209 candidates will achieve National Board Certification. Newly certified teachers will be announced in November. The Department of Education received 392 grant applications for the 2006-07 cohort and \$378,000 of initial spring federal funds from the National Board.
Timeline:	Subsidy grant announcement via Superintendent's memo and e-mail to all school division human resources directors; April – subsidy candidates are selected and notified of their grant awards; May and June – track NBPTS database and process grants; August, September, October – process additional grants from fall federal funds and process bonus awards for qualified certified teachers; November – identify newly certified teachers, update database, and prepare reports and congratulatory letter for Superintendent's signature. In September and October, work with the VEA to co-sponsor fall workshops for new candidates and in April and May, the Assessment Center workshops for new candidates.
Reporting/ Evaluation:	Maintain Virginia Department of Education National Board databases (pre-candidate, candidate, and certified teachers), monitor NBPTS databases; prepare and maintain statistical reports for the DOE.
Funding Source:	State funding

Virginia’s State Teacher Equity Plan Program Details

Project:	NCLB Partnership Office
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>This NCLB Partnership Office was established in collaboration with twelve school divisions in Southside Virginia’s Region VIII (Amelia, Appomattox, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward) to provide professional development activities related to teacher quality, mentoring, school improvement, professional development, and instructional technology. School divisions in this region traditionally have served high percentages of impoverished students, and many of the divisions face significant challenges by virtue of the level of adult educational attainment, low socioeconomic status, high percentages of minority students, and other cultural factors relative to the nature of rural communities. These factors could have an effect on both student achievement and the attraction and retention of highly qualified teachers. All divisions in this region have adopted the Educational Testing Service (ETS) Pathwise New Teacher Induction program as their mentoring model and are using 24/7 Learning’s Classroom Walk model for teacher observation. Training in both programs has utilized a “trainer-of-trainer” model for dissemination, at the direction of the Region 8 Superintendent’s Study Group. Additionally, the study group has facilitated the provision of trainers for Dr. Ruby Payne’s “Framework for Understanding Poverty.”</p> <p>Also, the NCLB staff provide a diverse range of professional development services, including implementation of research based instructional strategies, disaggregation and dissemination of data, classroom management, acquiring instructional resources through the Internet, etc. Multiple New Teacher Institutes and a statewide Superintendents’ Professional Conference are conducted yearly.</p>
Baseline Data/Research Base:	<p>The NCLB office was developed to meet the diverse, but comparable, needs of the school divisions in Region 8. Having enjoyed collaboration both through the Region 8 Superintendents Study Group and the Region 8 Professional Development Council, divisions sought a means by which to continue and further embed their previous successes acquired by working together.</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	NCLB Partnership Office
Impact Data:	<p>TEACHER RECRUITMENT GRANT – Regional awareness sessions were held for career switchers in Region 8. In addition to local divisions, college and university staff presented a number of sessions for prospective teachers. Regional Praxis review face-to-face and online sessions were also conducted. A Highly Qualified Special Education Institute assisted 145 teachers in acquiring “highly qualified status”.</p> <p>MODEL MENTOR TEACHER GRANT – Over 60 participants received training in the Pathwise Induction Framework Program. Later, 23 participants received “train-to-lead” status. Since the initial funding the number of trained mentors in Region 8 has tripled. In addition to the division level trainers, the NCLB office is available to provide additional training on an “as requested” basis.</p> <p>LEADERSHIP GRANT-Region 8 is supporting the development of leadership potential in current employees by offering a series of classes, colloquia, and mentoring experiences. Fourteen individuals are currently enrolled as potential administrators; another 15 individuals serve as mentors and participate in the learning experiences.</p> <p>In the two years since the inception of the NCLB office services, the percentage of fully accredited schools has risen from 62 percent to 86 percent. The average percentile gain in English is 7.5 percent; in mathematics, 7.5 percent, in history, 10.85 and in science, 9.0 percent. The NCLB Office has facilitated the efforts made by local divisions and has helped replicate individual successes regionally.</p>
Timeline:	<p>The NCLB Office and school divisions in Region 8 are committed to continuing the replication of efforts that have been found to be beneficial for student achievement. They will continue to explore other means of doing the same. The NCLB Office operates on a yearly contract that extends from July 1 to June 30 of each year. Grant timelines are dictated by the individual grants.</p>
Reporting/ Evaluation:	<p>An evaluation report based on the job responsibilities of NCLB Office personnel and the contact and services logs for divisions are shared with the Region 8 Superintendents’ Study Group, the Region 8 Professional Development Council, and the Virginia Department of Education.</p>
Funding Source:	<p>Title II, Part A</p>

Virginia's State Teacher Equity Plan Program Details

Project:	NCS Mentor
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	The National Computing System (NCS) Mentor program was developed to assist teachers in domain scoring. Funding was provided to convert the client-based application into a Web-based format, and to provide training for teachers of grades 4-12 in the utilization of this valuable tool for writing.
Baseline Data/Research Base:	The Web-based version of NCS Mentor for Virginia is an updated training tool designed to help Virginia's teachers prepare students for the English Standards of Learning Direct Writing Assessment. Developed by the Virginia Department of Education and Pearson Educational Measurement, this Web-based program replaced the original 1999 CD version and is maintained by Pearson. The Web-based program is updated and aligned to the 2002 standards and the blueprint for testing. NCS Mentor provides practice-scoring opportunities with sets of papers written by Virginia students. Participants are able to score papers in verification sets and view scoring based on Virginia's three-domain scoring model. Teachers gain better understanding of the Virginia Standards of Learning Direct Writing Assessments for grade 5, grade 8, and end-of-course, understood the use of rubrics in scoring student writing, and developed consistency in scoring actual student work. Teachers may use this program with students to facilitate their understanding of the expectations in each of the domains.
Impact Data:	Every school in the has access to creating accounts for use with both students and teachers. Eight regional training sessions were held from October 3 through November 1, 2005, to acquaint teachers and instructional leaders with this valuable tool.
Timeline:	Training: October- November 2005 Ongoing access is provided for all teachers in the state
Reporting/Evaluation:	Writing scores of participating divisions were studied. Pearson provides the number of accounts created each year.
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Online Mentoring Pilot Project
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Online mentoring is becoming an important topic in educational reform. The pilot project was unique because it employed online technologies to provide a university mentoring service for the induction of its new public school teaching graduates; and it provided information obtained from new teachers about a variety of concerns that might benefit teacher preparation and staff development especially in the school division, state department of education, and university school of education involved.</p> <p>Partners were the Virginia Department of Education, Virginia Commonwealth University, and Henrico County Public Schools. Mentors were five faculty involved in teacher preparation and training. Mentees were 10 first year teachers in eight Henrico County elementary and middle schools having diverse populations. Technologies employed in the project were e-mail, iChat and a Blackboard communities tab. The designers of the project wanted to involve new teachers in the identification of topics suitable for online mentoring projects utilizing topics collected from research as a basis, determine preferences among the three online technologies made available across the school term, and obtain mentor and mentee perceptions about the selected technologies and their value and promise as teaching tools. In May, a formal survey was completed, and reports from visits were used to provide data about the project and its results.</p>
Baseline Data/Research Base:	<p>Traditionally, new public school teacher induction has been the responsibility of the employing school division. The role of the university, with few exceptions, concludes with student teaching and graduation. The separate roles of the school division and university caused some suffering in programs until recent years when professional development approaches are being redefined, the need for personalized training for reform accountability has become more prominent, and professional development contract days have been reduced to accommodate instruction hourly requirements.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Online Mentoring Pilot Project
Impact Data:	<p>The mentor and mentee contacts via the online technologies and interviews provided the following results:</p> <ol style="list-style-type: none"> 1. There were sixteen topics that should be considered by trainers of new teachers. 2. Recommend topics for new teachers include classroom control and discipline, teaching strategies and practices, stress, time management, assessment and evaluation, and planning and scheduling. 3. Results indicated that mentoring programs for new teachers should include in-school and online mentors. 4. Mentees liked mentor visits to their schools and the rapport. 5. E-mail was the preferred technology. 6. Mentors and mentees felt the requirement of “no evaluation” by mentors enhanced communication. 7. Mentors and mentees “strongly agreed” that new teachers would benefit from online mentoring. 8. Mentees rated highly the use of technology and the opportunity to participate in the project.
Timeline:	September 1, 2004 – August 31, 2006
Reporting/ Evaluation:	A final written report including a DVD of participating new teachers commenting about the project is being finalized. Plans are to post the results on the CEPI website. www.edpolicyvcu.org
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Online Social Science Courses
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	These online content courses have been developed by college professors at Old Dominion to assist secondary Social Science teachers in obtaining additional college credits to assist with attainment of highly qualified status or for additional content knowledge. Each course has been developed around specific Standards of Learning.
Baseline Data/Research Base:	This program was developed to address the critical shortage areas in social science.
Impact Data:	To date, 1,959 teachers have completed the History Connects, Geography Connects to 1500 A.D., and Geography Connects 1500 A.D. to the present. Two hundred four (204) teachers have taken the coursework for graduate credit, and 1,525 teachers have taken the courses for relicensure.
Timeline:	These online courses began in 2002 and continue to be offered each year to assist teachers in obtaining necessary coursework to obtain highly qualified status.
Reporting/Evaluation:	Project directors provide reports to VDOE at the end of each course and on an annual basis.
Funding Source:	Title II, Part A

Virginia’s State Teacher Equity Plan Program Details

Project:	Partnership for Achieving Successful Schools (PASS)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>This program, instituted by former governor Mark R. Warner, was established to provide intense, targeted assistance to low performing schools. Instructional Assistance Teams target PASS priority schools to achieve immediate increases in student achievement in reading and mathematics. The level of assistance provided to each PASS priority school is reached through an agreement with the school divisions and the Virginia Department of Education. This assistance can vary in the amount of time and the nature of the technical assistance provided to each school. Consistent with the research, technical assistance is provided in the form of outside expertise. One of the forms of assistance provided to some PASS priority schools is a paired partner school. Teams are led by a principal from a cooperating school with a record of raising the academic achievement of at-risk students. Other team members include teachers with expertise in reading and mathematics. Other PASS priority schools benefit from visits from retired, experienced principals who previously led high-poverty, high achieving schools. The PASS initiative has targeted more than 100 academically warned schools. Visiting academic review teams work in the struggling schools to assist with a variety of school improvement efforts, including professional development, effective use of data, and school improvement.</p>
Baseline Data/Research Base:	<p>The PASS initiative has targeted more than 100 academically warned schools. In the 2005-2006 school year, 36 schools have been designated as PASS priority schools and receive additional intervention and follow-up to track the progress made by students, teachers, and administrators.</p>
Impact Data:	<p>Fourteen high priority targeted schools “graduated” from the PASS program in 2005-2006 due to improved student achievement. As an example, Jeter-Watson Elementary School in Covington City earned the state’s second-highest accreditation rating and achieved a 100 percent pass rate in mathematics after being “accredited with warning” in mathematics for two consecutive years.</p>
Timeline:	<p>Data are analyzed annually to determine schools eligible for participation based on student assessment results.</p>
Reporting/ Evaluation:	<p>Data are compiled in the Office of School Improvement. Program details are available on the PASS Web site at: http://www.passvirginia.org/index.cfm.</p>
Funding Source:	<p>Title I, Part A, School Improvement funds, State funds</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	Pathways to Teaching
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Proposed <i>Regulations Governing the Licensure of School Personnel</i> recommends designations on licenses for career paths to teaching.</p> <p style="text-align: center;">Designations on Licenses for Career Paths to Teaching</p> <p>A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.</p> <p>B. Teaching licenses may be issued with one of the following designations. These designations will not apply to the Division Superintendent License or the Pupil Personnel Services License.</p> <ol style="list-style-type: none"> 1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia. 2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; served at least three years as a mentor teacher in Virginia; documented responsibilities as a mentor; and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.

Virginia’s State Teacher Equity Plan Program Details

Project:	Pathways to Teaching
	<p>3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:</p> <ul style="list-style-type: none"> a. National Board Certification or a nationally recognized certification program approved by the Board of Education and demonstrated skills and abilities as a school leader as verified by a Virginia school division superintendent or designee or accredited nonpublic school head; or b. a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual’s demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.
Baseline Data/Research Base:	The research of the Committee to Enhance the K-12 Teaching Profession in Virginia resulted in the report entitled “Stepping up to the Plate ... Virginia’s Commitment to a Qualified Teacher in Every Classroom”, October 16, 2002. This research provided the basis for this program. (A public web copy is available at http://www.doe.virginia.gov/VDOE/newvdoe/hq-teacher.pdf .) In addition, two statewide teacher quality workshops were held to develop the proposed criteria for the pathways to teaching.
Expected Outcomes:	Upon approval of the <i>Regulations Governing the Licensure of School Personnel</i> , the career paths for teaching will be designated on Virginia teaching licenses as appropriate.
Timeline:	The effective date for the implementation of the regulations has not been established; however, the regulations are moving through the state governmental process, the Administrative Process Act, for revising regulations.
Reporting/Evaluation:	An analysis of the number of teachers holding each designation will be available through the IPAL system.
Funding Source:	N/A

Virginia’s State Teacher Equity Plan Program Details

Project:	Proposed Regulation to Add Endorsements by Rigorous Testing
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Virginia is in the process of revising the <i>Regulations Governing the Licensure of School Personnel</i>. The regulations propose another alternate licensure option for Virginia licensed teachers. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary prek-3 or elementary education prek-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, or division superintendent license.</p>
Baseline Data/Research Base:	<p>If this option is approved, adding endorsements by rigorous testing provides current teachers an alternate route to licensure. Virginia’s cut scores are among the highest of states using the Praxis II content assessments.</p>
Expected Outcomes:	<p>The proposed option will provide teachers with additional teaching options if they demonstrate their high level of competency in the area sought.</p>
Timeline:	<p>The <i>Regulations Governing the Licensure of School Personnel</i> have been initially approved by the Board of Education. However, after the public comment period (which has not yet begun), the Board of Education will need to grant final approval before implementing the proposed regulations.</p>
Reporting/Evaluation:	N/A
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Reading First Academies
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>These academies included sessions on the critical components of a comprehensive program focusing on scientifically-based reading research with emphasis on interventions for struggling readers, word attack skills, fluency, spelling, vocabulary development, comprehension strategies, and strategies to differentiate instruction within content area text. Separate series were developed to focus on the needs of general education or special education teachers, all in a 24 hour total delivery model.</p>
Baseline Data/Research Base:	<p>The academies are part of the Reading First federal initiative under No Child Left Behind and a requirement from the federal government as part of Virginia's approved state plan. The academies are based on materials produced by the University of Texas, Center for Reading and Language Arts, and modified for use in Virginia by the University of Virginia's Curry School of Education via contract.</p>
Impact Data:	<p>Virginia currently serves 75 schools in 42 divisions. To date, more than 4,000 teachers across Virginia in Reading First and non-Reading First schools have attended the Teacher Reading Academies. Reading First schools were required to obtain this training during the first three years of Reading First implementation. The Teacher Reading Academies are open to all Virginia administrators; teachers of kindergarten, first, second, and third grades; as well as K-3 English as a second language (ESL) teachers, Title I teachers, and K-3 special education teachers.</p>
Timeline:	<p>Ongoing each summer since funded in 2003, and various configurations at division level and partnering institutions of higher learning in a model of at least 24 hours of professional development.</p>
Reporting/Evaluation:	<p>An annual report to the U.S. Department of Education is due each November.</p>
Funding Source:	<p>Reading First grant</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Reciprocal Teaching Coursework for Middle School English Teachers
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	This videoconferencing course was offered to teachers in grades 4-8 in conjunction with the Southside Virginia Regional Technology Consortium, which is comprised of 22 school divisions in Southside Virginia. The elementary and middle school reading specialists provided content training in the research-based practice of Reciprocal Teaching.
Baseline Data/Research Base:	This program was developed to assist teachers in the mostly rural divisions in Superintendent's region VIII to obtain coursework on teaching strategies to assist struggling readers at the upper elementary and middle school level.
Impact Data:	Approximately fifty teachers have participated in the coursework.
Timeline:	September 2004 – May 2005
Reporting/Evaluation:	End of course evaluations were conducted; follow-up implementation discussions were held through online discussion groups.
Funding Source:	State and local funding

Virginia's State Teacher Equity Plan Program Details

Project:	School Support Teams
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>School Support Teams in Virginia are a part of the Virginia Department of Education's Academic Review Process. For those schools that did not meet state academic benchmarks in the previous year and received an onsite academic review, the School Support Team (SST) reviews the current school improvement plan and provides technical assistance to the school to update the plan based on new accountability data. The SST consists of Virginia Department of Education staff and/or independent contractors trained in developing, implementing, and monitoring the school improvement plan. The team provides focused technical assistance and monitors the school improvement plan throughout the year as prescribed by the level of assistance assigned. The SST provides technical assistance based on the specific needs of the school and division. In some schools, only school intervention is needed while in other schools division intervention and allocation of resources may have to be diverted to support the efforts of the school(s) to improve. Additional information may be found on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/SchoolImprovement/supportteams.html or through Superintendent's Memo Number 202, October 7, 2005, available at: http://www.doe.virginia.gov/VDOE/suptsmemos/2005/inf202.html</p>
Baseline Data/Research Base:	During the 2005-2006 school year, there were 66 schools identified for SST assistance.
Impact Data:	Data for 2005-2006 are currently being analyzed to determine target schools for the 2006-2007 school year.
Timeline:	Data are analyzed each summer to determine schools needing assistance and the level of assistance needed.
Reporting/Evaluation:	Reports and evaluations are conducted by the Office of School Improvement. School Assistance Teams enter data on an ongoing basis into a web-based database developed by the Virginia Department of Education to track improvement status of targeted schools.
Funding Source:	Title I, Part A, School Improvement Funds

Virginia's State Teacher Equity Plan Program Details

Project:	Special Education Regional Teacher Training Grants
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The purpose of this initiative is to provide incentives for institutions of higher education and school divisions that will strengthen teacher education and ensure that all middle and high school students with disabilities have teachers who are highly qualified. This purpose shall be accomplished by the development of yearlong partnerships between institutions of higher education and school divisions within a Regional Study Group to address the following goal and objective of the Virginia Special Education Improvement Plan:</p> <p style="text-align: center;"><i>Recognize and retain qualified educators through the enhancement of general and special educators knowledge, skills, and abilities in the:</i></p> <ol style="list-style-type: none"> 1. <i>delivery and assessment of their effective evidenced-based instruction for middle and high school students with disabilities.</i> 2. <i>development of collaborative special education /general education partnerships to meet the needs of students, and</i> 3. <i>enhancement of Standards of Learning (SOL) content specific skills for both special and general educators.</i> <p>The objective of this goal is to implement content-rich professional development to stimulate and encourage partnerships among school divisions and institutions of higher education and general and special education. This component focuses on intensive professional development and teacher leadership for veteran special and general educators who teach students with disabilities at the middle or high school level and who hold a valid teaching license.</p>
Baseline Data/Research Base:	The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 required each special educator providing instruction in one or more content areas to meet the definition of highly qualified by June 30, 2006.
Impact Data:	Funds provided participation for approximately 2,400 special education teachers pursuing requirements to meet the highly qualified definition. Programs were provided in each of the eight superintendent regions across Virginia. Year two funds will be available September 30, 2006, to implement content-rich professional

Virginia's State Teacher Equity Plan Program Details

Project:	Regional Grants for Content Area Institutes for Special Education Teachers
	development to stimulate and encourage partnerships among school divisions and institutions of higher education and general and special education.
Timeline:	Year One: August 1, 2005 – July 31, 2006 Year Two: September 1, 2006 – August 30, 2007 Year Three: depending on no-cost extension from US DOE
Reporting/ Evaluation:	Quarterly and annual reports are submitted to Office of Special Education and US Education Department
Funding Source:	Individuals With Disabilities Education Improvement Act (IDEIA)

Virginia's State Teacher Equity Plan Program Details

Project:	Retired Teachers in Critical Shortage Areas
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Legislation enacted by the 2001 General Assembly provides that a retired member of the Virginia Retirement System with previous service as a local school board instructional or administrative employee may be hired by a school division to fill vacancies in critical shortage areas with no interruption of retirement benefits, if specified requirements are met.</p> <p><u>Eligibility for Participation in the Program</u></p> <p>The legislation permits any person receiving a service retirement allowance under § 51.1-155 of the <u>Code of Virginia</u> who is hired as a school instructional or administrative employee required to be licensed by the Board of Education, to elect to continue to receive the retirement allowance during employment if the required conditions specified in the bills are met. The conditions include the following:</p> <ul style="list-style-type: none"> • The person's retirement allowance is based in whole or in part on service as a local school board instructional or administrative employee required to be licensed by the Board of Education; • The person has been receiving the retirement allowance for a certain period of time preceding his or her employment as determined jointly by the Board of the Virginia Retirement System and the Joint Legislative Audit and Review Commission (JLARC); • The person is not receiving a retirement benefit under an early retirement incentive program from any school division within the Commonwealth; and <p>At the time the person is employed, the position to which he or she is assigned is among those identified by the Superintendent of Public Instruction as having a critical shortage of teachers or administrative personnel licensed by the Board of Education. Critical shortage areas may be identified by geographic area, by school division, or by subject matter.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Retired Teachers in Critical Shortage Areas	
Baseline Data/Research Base:	A retired member of the Virginia Retirement System with previous service as a local school board instructional or administrative employee may be hired by a school division to fill vacancies in critical shortage areas with no interruption of retirement benefits, if specified requirements are met.	
Impact Data:	The numbers of retired teachers who were employed using this option are as follows:	
	School Year	Number of Retired Teachers Employed
	2001-02	33
	2002-03	32
	2003-04	8
	2004-05	11
2005-06	14	
Timeline:	Legislation enacted by the 2001 General Assembly provides that a retired member of the Virginia Retirement System with previous service as a local school board instructional or administrative employee may be hired by a school division to fill vacancies in critical shortage areas with no interruption of retirement benefits. During the 2006 Virginia General Assembly session, Senate Bill 99, will change the law (effective July 1, 2006). The law will allow any person retired under the Virginia Retirement System who is then rehired in a licensed instructional or administrative position by a local school board to continue to receive his retirement benefits while employed in such position based on certain conditions. These include if the person received the retirement benefit for a certain period prior to the new employment, the person is not receiving an early retirement incentive benefit from any Virginia school division, and is employed in a position designated as a critical shortage area.	
Reporting/Evaluation:	School divisions submit annual reports to the Department of Education information on the employment of retired teachers.	
Funding Source:	State and local funding	

Virginia's State Teacher Equity Plan Program Details

Project:	Salary Survey
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The 2006 General Assembly passed legislation that established a goal for salaries of Virginia public school teachers to equal or surpass the national average salary for public school teachers. School divisions are surveyed annually to ascertain salaries for principals, assistant principals, and teachers. This information is included in the Superintendent's Annual Report, Table 19, which is posted on the Virginia Department of Education Web site at: http://www.doe.virginia.gov/VDOE/Publications/rep_page.htm.</p>
Baseline Data/Research Base:	<p>According to the 1999 data collected for the "Stepping Up to the Plate Report," Virginia ranked fifth among the sixteen member states of the Southern Regional Education Board (SREB.) North Carolina, Georgia, Maryland, and Delaware all had higher salaries.</p>
Impact Data:	<p>An analysis of the data for the 2004-05 school year shows that the average salary for teachers working in divisions with hard-to-staff schools is \$41,083, while the average salary for teachers working in divisions not having hard-to-staff schools is \$41,265. The analysis does not indicate that there are overall salary discrepancies between high and low needs school divisions. In 2000, Virginia ranked fifth on average teacher salaries among the 16 member states of the Southern Regional Education Board (SREB). In 2005, the SREB salary comparison chart reported that Virginia moved up to third place (\$44,763), behind Delaware (\$50,869) and Georgia (\$46,526).</p>
Timeline:	Data is collected on an annual basis.
Reporting/Evaluation:	Superintendent's Annual Survey, Table 19: http://www.doe.virginia.gov/VDOE/Publications/rep_page.htm
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Scientific Calculator Project
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The purpose of the Scientific Calculator Project was to provide professional development materials to teachers who were unfamiliar with the use of a scientific calculator. Scientific calculators were required for use on the Spring 2006 administration of the grades 6, 7 and 8 Standards of Learning mathematics tests. The manual was created by Virginia teachers who submitted lessons that made use of the calculators.</p> <p>In March 2005, a professional development session was held during the meeting of the Virginia Council of Supervisors of Mathematics. The focus of the session was to provide supervisors training on the scientific calculators so that they, in turn, could provide the professional development needed by their teachers.</p> <p>At the Virginia Council of Teachers of Mathematics (VCTM) Spring 2005 Conference, three half-day sessions were held using the scientific calculator manual. At the Algebra Readiness Symposium on November 10, 2005, three professional development sessions on the use of scientific calculators were delivered to a total of 60 teachers</p>
Baseline Data/Research Base:	Once scientific calculators were required to be used in the middle schools, it became clear that the teachers were unfamiliar with the functions of a scientific calculator and could not teach students how to use them without some professional development.
Impact Data:	It is expected that teachers and students in Virginia will be proficient in the use of a scientific calculator.
Timeline:	<p>March 2005 – professional development for mathematics supervisors at the Virginia Council of Supervisors of Mathematics.</p> <p>Spring 2005 – presentation at the Virginia Council of Teachers of Mathematics</p> <p>November 2005 – professional development provided for teachers at the annual Algebra Readiness Symposium</p> <p>The manual is online so teachers and divisions can access it at any time.</p>
Reporting/Evaluation:	Student performance on related test items was analyzed to determine effectiveness.
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Special Education Training Grants
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	Goals of this grant include the establishment of a network of skilled professional development instructors to provide assistance to teachers working with special needs students and to improve recruitment and retention of special education professionals.
Baseline Data/Research Base:	All special education endorsement areas have been among the top three critical shortage teaching areas in Virginia for the past seven years. In the past three years, there has been an average 13 percent increase of special educators holding valid conditional or provisional licenses. According to an informal review of special education licenses by birth year, over 30 percent of all special educators holding a valid license are at or near retirement age.
Impact Data:	<p>A total of \$ 3,466,377.39 has been allocated by state and federal funds to provide assistance to approximately 2,800 teachers seeking endorsements in special education. Each special education endorsement area is represented in a variety of projects awarded to colleges and universities and for tuition assistance programs for special educators holding a conditional or provisional license. Total numbers of participants funded include:</p> <ul style="list-style-type: none"> • Participants in the tuition assistance for school age and early childhood special education teachers since 2003 total 1,746. • Speech language pathology graduate and undergraduate program participants at James Madison, University of Virginia, Hampton University, and Longwood University for 2004-2005 total 75. • Hearing impairment/deaf education graduate and undergraduate program participants at Radford University for 2004-2005 total 40. • Visual impairment add-on licensure program participants at George Mason University total 20. • Emotional disturbance, learning disabilities, and mental retardation licensure program participants at Old Dominion University, George Mason University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Radford University, Regent University and Virginia Commonwealth University total 1,460. • Severe disabilities endorsement program participants total 65.

Virginia's State Teacher Equity Plan Program Details

Project:	Special Education Training Grants
	Two thousand eight hundred (2800) teachers will complete coursework leading to a five year renewable license. Future programs include distance education delivery options for each of the endorsement areas and changes to existing programs include expanding to undergraduate programs.
Timeline:	Federal funding continues until September 30, 2006. State funding continues until June 30, 2006
Reporting/ Evaluation:	Annual evaluation of programs presented to the Office of Special Education and Office of Teacher Education
Funding Source:	Individuals With Disabilities Education Improvement Act (IDEIA) State funding

Virginia's State Teacher Equity Plan Program Details

Project	State Agency for Higher Education (SAHE) Title II, Improving Teacher Quality Grants
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The State Council of Higher Education grants are funded on a competitive basis to universities each year to improve teacher quality. Information regarding the 2005-2006 awards may be found at http://www.schev.edu/k12/NCLB05-06Abstracts.pdf.</p> <ul style="list-style-type: none"> • <i>W&M CLASS</i> seeks to build school capacity to increase achievement of subgroups of students by training 16 principals and 64 teacher leaders of grades 6-8 to lead school-based learning communities. • <i>Modeling Physics: Building Conceptual Models in Physical Science</i> targets physical science teachers in Alexandria, Arlington, and Fairfax and prepares and trains them using a proven research-based physical science teacher education program. Middle school physical science and high school physics teachers are shortage areas in Virginia. • <i>Project TILDA II: Teaching, Integrating, and Learning in a Digital Age, Part II</i> will expand on a current program that improves content instruction and technology integration at two Hampton city middle schools. Forty (40) current teachers and 20 pre-service teachers are expected to participate in core subject pedagogy units will also address provisional and pre-service teacher deficiencies related to PRAXIS I and II performance as evidenced by disaggregated score data. • <i>The CASE Project (Cultural Awareness in Student Engagement)</i> focuses on specialized training in foreign language learning, Teaching English to Speakers of Other Languages, diversity training, career training, and speech communications in a multicultural environment for targeted schools in Prince William County. • <i>Integrating Reading Science into the Core Area for Grades 4-8 Teachers</i> is a program targeted for teachers in grades 4-8 in Portsmouth to build teacher capacity in middle and elementary schools by strengthening the core content area knowledge base and strategies for effective delivery of information in Science and content area reading strategies for teachers and teacher-leaders. • <i>Earth Science and Elementary Science Mathematics and Reading</i> seeks to enhance elementary and middle school students' learning and Standards of Learning achievement by improving elementary earth science, mathematics, and reading instruction through using inquiry-based science, mathematics,

Virginia's State Teacher Equity Plan Program Details

Project	State Agency for Higher Education (SAHE) Title II, Improving Teacher Quality Grants
	<ul style="list-style-type: none"> • and reading instruction through using inquiry-based science, mathematics, and reading instruction through using inquiry-based science, mathematics, and reading curriculum materials, strategies, and assessments that are aligned with Virginia's Science Standards of Learning. The program is designed for 96 teacher participants and their administrators in Southside and Southwest Virginia. • <i>GIS/GPS Related Activities for Student Progress (GRASP)</i> addresses the need for comprehensive staff development and curriculum integration by assisting Virginia teachers in grades 6-9 to use Geographic Information System (GIS) and Geographic Positioning System (GPS) technology applications. The main objectives are: 1) to train 40 classroom teachers in high-need schools in the Richmond and Harrisonburg areas to use GIS and GPS in a collaborative learning environment that focuses on student mastery of Virginia Content Standards in Mathematics, science, and social studies; and 2) to make them aware of career opportunities available for students with geospatial skills. • <i>Next Generation of Leaders</i> will train 60 aspiring principals and engage 30 mentors from the school divisions of Richmond, Chesterfield, Hanover, and Henrico.
Baseline Data/Research Base:	Universities are invited to submit proposals on an annual basis for these competitive grants. Each proposal must include evidence of need and the target audience, which should include at least one high-needs school division. Details related to the requirements are outlined in the Request for Proposal posted on the State Council for Higher Education in Virginia (SCHEV) Web site at: http://www.schev.edu/adminfaculty/rfps/nclb2006-07rfpdec2005.pdf?from=policymakers
Impact Data:	Year-end data for the 2005-2006 projects are being analyzed. It is anticipated that all reports will be completed by Fall 2006.
Timeline:	July 1, 2005 – July 31, 2006
Reporting/Evaluation:	Program directors at each university are expected to provide evaluative data to the NCLB Coordinator at SCHEV.
Funding Source:	Title II, Part A, SAHE Improving Teacher Quality State Grants

Virginia's State Teacher Equity Plan Program Details

Project:	Supply and Demand Report (Critical Shortage Teaching Endorsement Areas in Virginia)
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The 1999 General Assembly enacted legislation, through Appropriation Act Item 141B, directing local school boards to annually survey their respective divisions to identify critical shortages of teachers and administrative personnel by subject matter, and to report such critical shortages to the Superintendent of Public Instruction and the Virginia Retirement System. For the most recent data collection, the Department of Education was required to report to the General Assembly on the critical teaching shortage areas in Virginia by October 1, 2005. In response to this requirement, data were obtained from the Instructional Personnel Report sent by the Department of Education to each of Virginia's school division superintendents in December 2004, to determine qualifications for teachers and administrators. Information requested on the survey was based on school data reports as of October 1, 2004. The Department contracted with Research Dimensions, Inc. (RDI), a Richmond-based organization, to analyze the results of the survey data. Designation of critical shortage areas is based on those analyses.</p> <p><u>Top 10 Critical Shortage Teaching Endorsement Areas in Virginia</u> In Virginia, "critical shortage" may be defined in two ways: (1) shortages by subject matter as designated from the top 10 academic disciplines identified in an annual survey of school divisions; or (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for a position. Determination of critical shortages in specific teaching endorsement areas and their rankings are dependent on the method of calculation used. As such, specific shortage areas identified will differ among school divisions (i.e., geographic regions) and statewide analysis of subject matter designations.</p> <p>The 2005-2006 top 10 critical shortage teaching endorsement areas identified statewide were determined based on method number one as noted above and will be reported to the Virginia Retirement System as well as used to determine eligibility for the Virginia Teaching Scholarship Loan Program. Data were obtained from the Instructional Personnel Report sent by the Department of Education to each of Virginia's school division superintendents in December 2004, to determine qualifications for teachers and administrators. Information</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Supply and Demand Report (Critical Shortage Teaching Endorsement Areas in Virginia)		
	requested on the survey was based on school data reports as of October 1, 2004. Based on an analysis of teaching endorsement areas ranked according to the most severe academic teaching shortage areas, a total of 38 administrative and teaching areas were taken into account.		
Baseline Data/Research Base:	2003-04	2004-05	2005-06
	Mathematics	Science (earth science)	Earth Science
	Special Education	Special Education	Mathematics, 6-12 and Algebra I add-on endorsement
	Science (order of priority needs: physics; earth science; chemistry and biology)	Career and Technical Education (order of critical shortages -- trade and industrial education; technology education; business education; work and family studies; and health occupations education)	Special Education (learning disabilities; mental retardation; emotional disturbances; early childhood special education; speech and language disorders; hearing impairment; severe disabilities; and visual impairment)
	Career and Technical Education (technology education; trade and industrial education; business education; and family and consumer sciences)	Mathematics	Career and Technical Education (technology education, trade and industrial education)
	Foreign Language	English as a Second Language	History and Social Science, 6-12
	English as a Second Language	Middle School (6-8);	Elementary Education, preK-6 (Serious shortages in grade 5)
	Middle Grades (6-8)	Foreign Language (Spanish PreK-12)	Health and Physical Education, preK-12
	Library Media (preK-12)	Computer Science	Reading Specialist (Graduate level)
	Art (preK-12)	History and Social Sciences; and	English as a Second Language (ESL)
Reading Specialist	Reading Specialist	Computer Science, 6-12	

Virginia's State Teacher Equity Plan Program Details

Project:	Supply and Demand Report (Critical Shortage Teaching Endorsement Areas in Virginia)
Impact Data:	<p>Data from Title II Higher Education Act reports for 2003-2005 indicate that more than 3,000 teachers completed approved programs in Virginia each year. Data from the Instructional Personnel Survey report that more than 5,200 teachers without experience were hired in this same period. Therefore, it is estimated that Virginia's teacher preparation programs are producing about 70 percent of the teachers needed to staff the 's classrooms. However, it is "estimated" that only about one-third of these teachers remain in Virginia to teach.</p> <p>Annually, Virginia identifies "critical shortage areas" where teachers are most needed. Although the top 10 shortage areas vary each year, the main shortage areas have included special education, mathematics, science, technology education, reading, and English as a Second Language during the last five years. For 2003-2004, of the 3,196 program completers from Virginia colleges and universities, 1,133 individuals (approximately 35 percent) were in critical shortage areas. For 2004-2005, of the 3,052 program completers from Virginia colleges and universities, 1,446 individuals (approximately 47 percent) completed programs in the critical shortage teaching areas.</p> <p>Elementary education continues to be the most popular choice for prospective teachers with about 40 percent of all candidates enrolled in elementary preparation programs. Women constitute about 80 percent of all program completers ready to enter the classroom. James Madison University, Virginia Commonwealth University, Old Dominion University, and the University of Virginia produce the greatest number of graduating program completers.</p>
Timeline:	Local school divisions are surveyed annually to identify critical shortages of teachers and administrative personnel by subject matter, and to report such critical shortages to the Superintendent of Public Instruction and the Virginia Retirement System.
Reporting/ Evaluation:	The report on critical shortage teaching areas is submitted to the Governor and Members of the General Assembly annually pursuant to Appropriation Act Item 141B of Chapter 4 Acts of Assembly. It is on the Virginia Department of Education Web site at http://www.doe.virginia.gov/VDOE/newvdoe/teached.html .
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Teacher Licensure Query
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input checked="" type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>This searchable online system provides users with current licensure and endorsement information on all personnel with an active Virginia license. https://eb01.vak12ed.edu/tinfo. The system provides for each individual the type of license held, the expiration date, endorsements on the license, and the highest degree reported to the Department of Education.</p>
Baseline Data/Research Base:	<p>The database was created to provide the public with information on instructional personnel in Virginia. The system also responds to the No Child Left Behind legislation requiring the notification to parents and the public of the licensure of teachers, principals, and other instructional personnel. The query is real-time; therefore, it is updated as licenses are issued.</p>
Impact Data:	<p>The system has been widely used by parents, school division personnel, and the public.</p>
Timeline:	<p>The searchable online system was deployed on February 2004.</p>
Reporting/Evaluation:	<p>The searchable online system is located on the Teacher Education, Licensure, and Professional Practice Web site at: https://eb01.vak12ed.edu/tinfo/</p>
Funding Source:	<p>Teacher Quality Enhancement Grant</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Teacher Incentive Fund (Proposal)
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The purpose of the Teacher Incentive Fund, authorized as part of the FY 2006 Department of Education Appropriations Act, Public Law 109-149, is to support programs that develop and implement performance-based teacher and principal compensation systems in high-need schools. The specific goals of the Teacher Incentive Fund include: Improving student achievement by increasing teacher and principal effectiveness; reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement; increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and creating sustainable performance-based compensation systems.</p>
Baseline Data/Research Base:	<p>The proposal to the U.S. Department of Education will target eligible schools that meet the proposed criteria below.</p> <ol style="list-style-type: none"> 1) High-need schools with more than 30 percent of its enrollment from low-income families based on eligibility for free and reduced price lunch subsidies; 2) School divisions designated as “at-risk” as a result of being accredited with warning or not meeting the Annual Measurable Objectives (AMOs) for performance as required for Adequate Yearly Progress under No Child Left Behind (NCLB), including Highly Qualified Teacher Annual Measurable Objectives (AMOs); and 3) Designated as “hard-to-staff” <p>Based on preliminary 2005-2006 data, there are 29 school divisions (57 schools) eligible to compete for the Teacher Incentive Fund.</p>
Impact Data:	<p>The overall goal is to create sustainable performance-based compensation systems that offer incentives to attract and retain licensed, highly qualified, experienced teachers in hard-to-staff schools, where critical shortage areas are most needed.</p>
Timeline:	<p>If funded, the Department of Education would begin implementing the fund in October 2006 – September 2011.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Teacher Incentive Fund (Proposal)
Reporting/ Evaluation:	Annual performance reports would include progress in meeting program goals and objectives and performance measures to the U.S. Department of Education. The Department of Education will include in its proposal to collaborate with Dr. Les Bolton, Associate Professor for Research and Evaluation at James Madison University, for the evaluation of schools awarded teacher incentive grant funding.
Funding Source:	Teacher Incentive Fund

Virginia's State Teacher Equity Plan Program Details

Project:	Teacher Quality Enhancement Grant
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>In September, 2002, the U.S. Department of Education awarded a three-year, \$13.5 million Teacher Quality Enhancement State Grant to the office of the Governor for the Commonwealth of Virginia. The grant, which is jointly administered by the Office of the Virginia Secretary of Education, the Virginia Department of Education, the State Council of Higher Education for Virginia (SCHEV), and the Virginia Community College System (VCCS), supports the Governor's efforts to attract, develop, and retain skilled, talented, and diverse teachers who effectively advance the learning of all students. Virginia's Teacher Quality Enhancement project is based on four fundamental themes from which initiatives have been developed. These four themes are as follows:</p> <ul style="list-style-type: none"> • A comprehensive data collection system to support Virginia's Teacher Quality Agenda; • Enhanced teacher recruitment initiatives; • High-quality teacher preparation programs for teacher candidates; and • Expanded development and retention of highly qualified teachers.
Baseline Data/Research Base:	<p>The grant was developed based on a report from the Commission to Enhance the K-12 Teaching Profession in Virginia dated October 16, 2002. The report was entitled, <i>Stepping Up to the Plate.... Virginia's Commitment to a Highly Qualified Teacher in Every Classroom</i>. The goal of the report of the Committee to Enhance the K-12 Teaching Profession in Virginia was to present a coherent, comprehensive blueprint to attract, develop, and retain skilled, talented, and diverse individuals who effectively advance learning for all students.</p>
Impact Data:	Please see individual programs contained in the grant that are included in this report.
Timeline:	The grant was awarded in September 2002, and was a three-year grant. Virginia received a one-year, no cost extension to extend the grant until September 2006. Virginia is working to ensure that many of the initiatives in the grant will become institutionalized after the grant expires.
Reporting/Evaluation:	There are annual reports for many of the initiatives. The United States Department of Education requires an annual performance report. There will also be a final evaluation of the grant upon its expiration.
Funding Source:	Teacher Quality Enhancement Grant

Virginia’s State Teacher Equity Plan Program Details

Project:	Teachers of Promise Initiative
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Teachers of Promise (TOP) initiative was initially conceived as a primary strategy that would have a broad striking impact on the teaching profession in Virginia. The initiative represents a recruitment effort to encourage outstanding teacher candidates from the 37 colleges and universities with approved teacher education programs to remain in Virginia. Also, the initiative was designed to provide an opportunity for veteran educators who have been recognized locally, statewide, and nationally for their professional commitment and achievements to collaborate and serve as mentors for outstanding future educators. The following are primary goals of this initiative: 1) recruit program completers to stay and teach in Virginia; 2) present the positive benefits of teaching in Virginia; and 3) induct prospective teachers into the profession. The TOP initiative has been supported by funding from the Governor’s U.S. Department of Education Teacher Quality Enhancement grant, the Virginia Department of Education, and the James Madison Center at James Madison University.</p> <p>A two-day institute is held at a designated college or university with an approved teacher education program and includes a special session for prospective teachers attending the institute with assigned mentors, a special session for deans, directors, and institution representatives, followed by the Teachers of Promise Institute Banquet and Pinning Ceremony. The banquet and pinning ceremony represent a symbolic induction of prospective teachers into the profession. This gala event has been the highlight of past institutes and is intended to inspire candidates to recognize teaching as the “profession that makes all other professions possible.” Participants are graduate or undergraduate teacher candidates who have graduated in the fall or who are graduating in the spring or summer of the current academic year. For institutions with programs in special education, at least one of the student representatives should be a prospective teacher from that area.</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	Teachers of Promise Initiative
<p>Baseline Data/Research Base:</p>	<p>Data from Title II Higher Education Act reports for 2003-2005 indicate that more than 3,000 teachers completed approved programs in Virginia each year. Data from the Instructional Personnel Survey report that more than 5,200 teachers without experience were hired in this same period. Therefore, it is estimated that Virginia’s teacher preparation programs are producing about 70 percent of the teachers needed to staff the Commonwealth’s classrooms. However, it is estimated that only about one-third of these teachers remain in Virginia to teach.</p> <p>Annually, Virginia identifies “critical shortage areas” where teachers are most needed. Although the top 10 shortage areas vary each year, the main shortage areas have included special education, mathematics, science, technology education, reading, and English as a Second Language during the last five years. For 2003-2004, of the 3,196 program completers from Virginia colleges and universities, 1,133 individuals (approximately 35 percent) were in critical shortage areas. For 2004-2005, of the 3,052 program completers from Virginia colleges and universities, 1,446 individuals (approximately 47 percent) completed programs in the critical shortage teaching areas.</p> <p>Additionally, elementary education continues to be the most popular choice for prospective teachers with about 40 percent of all candidates enrolled in elementary preparation programs. Women constitute about 80 percent of all program completers ready to enter the classroom. James Madison University, Virginia Commonwealth University, Old Dominion University, and the University of Virginia produce the greatest number of graduating program completers.</p>
<p>Impact Data:</p>	<p>During the past three years, approximately 435 teacher candidates representing 36 colleges and universities, 35 mentors, 40 deans, directors, and institutional representatives, Department of Education personnel, and nationally prominent educators have participated in the Teachers of Promise Institute and Pinning Ceremony. Institutes have been planned by approximately 40 exemplary educators who have received recognition as Virginia Regional and State Teachers of the Year, Virginia Milken Educators, National Board Certified Teachers, and college and university representatives, in collaboration with personnel from the Division of Teacher Education, Licensure, and Professional Practice.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Teachers of Promise Initiative
	<p>Many challenges face teacher educators in Virginia. Among those are:</p> <ul style="list-style-type: none"> • the challenge to produce more mathematics, science, and special education teachers; • the challenge to provide teachers for a growing population whose languages, experiences, and cultures are increasingly diverse; • the challenge to provide programs that will attract older and more experienced professionals to teaching; and • the challenge to attract more minorities and men into the profession. <p>The TOP Institute serves as a vehicle for introducing individuals new to the profession to these and other critical issues. Prospective new teachers are afforded the opportunity to engage in meaningful dialogue regarding best and promising teaching practices with accomplished educators. TOP Institute activities are designed to empower, engage, celebrate, elevate, and activate the teaching profession.</p>
Timeline:	The Teachers of Promise Institute has been held every spring since 2003. It is anticipated that the next Teachers of Promise Institute will be held during spring 2007.
Reporting/ Evaluation:	An annual summary evaluation report of TOP Institute activities is provided to the Assistant Superintendent for the Division of Teacher Education, Licensure, and Professional Practice.
Funding Source:	Teacher Quality Enhancement Grant State funding James Madison Center

Virginia's State Teacher Equity Plan Program Details

Project:	Teachers for Tomorrow
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Virginia initiated the <i>Teachers for Tomorrow Program</i> and the <i>Teachers for Tomorrow Student Institute</i> in order to promote interest in teaching among high school students. The Teachers for Tomorrow Program is a year-long, high school course that explores the teaching career. The Teachers for Tomorrow Institute is a full-day educational forum and is the culminating activity for course participants statewide.</p>
Baseline Data/Research Base:	<p>School divisions need help in closing the teacher vacancy gap. Data from Title II Higher Education Act reports for 2003-2005 indicated that more than 3,000 teachers completed approved programs in Virginia each year. Data from the Instructional Personnel Survey indicated that more than 5,200 teachers without experience were hired in this same period. Even if all Virginia graduates took teaching positions in the state, Virginia's teacher preparation programs are producing only about 70 percent of the teachers needed to staff the Commonwealth's classrooms. According to reports from school divisions, new teachers who return to familiar surroundings are more likely to be successful and to remain teaching. Thus, the <i>Teachers for Tomorrow</i> program is a means to "grow your own" response to the teacher shortage.</p> <p>Research: Ingersoll, R. (January 2001). <i>Teacher Turnover, Teacher Shortages, and the Organization of Schools</i>. Seattle: University of Washington, Center for the Study of Teaching and Policy. Available online at http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf.</p>
Impact Data:	<p>The program began with five pilot schools in 2003-04 and in school year 2005-06 is active in all eight of the Superintendent's study regions with 63 schools participating and a total of over 900 students enrolled statewide. Local school divisions and institutions of higher learning are taking initiatives to support program growth, and the state will support continued local initiative. In December 2005, Henrico County Public Schools organized an exposition and institute for its eight participating schools. In March 2006, George Mason University hosted a <i>Teachers for Tomorrow</i> day for the participating schools in Fairfax County and Fairfax City. Averett University in Danville established a college partnership with local school divisions to host visits from <i>Teachers for Tomorrow</i> students. Successful course completers benefited from local program</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Teachers for Tomorrow
	articulation agreements to provide college credit at John Tyler Community College, Piedmont Community College, and Shenandoah University.
Timeline:	The Virginia Department of Education sponsored <i>Teachers for Tomorrow</i> instructor training in the spring of 2002 and launched five pilot programs in the 2003-2004 school year. The department also formed a steering committee of teacher participants and distinguished educators that continues to oversee program development. The department expanded teacher training with a training session held in the spring of 2005 and two in the summer of 2005. In the 2004-2005 school year, 50 Virginia schools (25 school divisions) initiated <i>Teachers for Tomorrow</i> programs with 738 students enrolled. In the 2005-2006 school year, the program grew to 63 schools. In November 2005, the Department authorized a curriculum development grant to the University of Virginia to update the <i>Teachers for Tomorrow</i> curriculum and to provide teacher training in 2006.
Reporting/ Evaluation:	Annual reports from teachers and principals in participating schools provide program data.
Funding Source:	Teacher Quality Enhancement Grant and Carl D. Perkins Funds

Virginia's State Teacher Equity Plan Program Details

Project:	Teach in Virginia
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>In 2003, through a two-year United States Department of Education (USED) grant, the Virginia Department of Education (VDOE) partnered with the New Teacher Project to implement <i>Teach in Virginia</i>, to recruit highly qualified candidates to teach in rural school divisions. Now in its third year <i>Teach in Virginia</i> continues to serve the recruitment needs of the state by recruiting outstanding individuals to teach in high-need subject areas for 48 hard-to-staff public school divisions throughout the Commonwealth of Virginia. The mission of the program is to recruit, screen, and refer highly qualified candidates within subject areas that have shown a persistent need for excellent teachers. Candidates are given the opportunity to apply to several divisions at once and school divisions are able to connect with highly qualified applicants that they may not attract with their existing strategies.</p> <p>Since its inception, <i>Teach in Virginia</i> has recruited, screened, and recommended more than 1,000 highly qualified teacher candidates to divisions with high-need vacancies. All applications are processed and made available to divisions via the Internet. In addition to running a strategic recruitment campaign to attract potential teachers to the program, <i>Teach in Virginia</i> also provides capacity building workshops to help school divisions evaluate existing recruitment strategies and implement new strategies.</p>
Baseline Data/Research Base:	In 2003 the Virginia Department of Education responded to a request for proposal (RFP) from USED seeking states that needed help with the recruitment of teachers in rural districts. VDOE was awarded the grant and the services of The New Teacher Project.
Impact Data:	<p><i>Teach in Virginia</i> tracks both quantitative and qualitative data each year. The data are used to set future program goals and strategies. Year-three data will not be evaluated until September 2006. Some of the most compelling impact data come from a survey that the program administers to division human resources contacts in August. Some interesting items to come out of the year-two survey are as follows:</p> <ul style="list-style-type: none"> • Eighty (80) percent of partner school divisions accessed the <i>Teach in Virginia</i> online referral system, www.teachertrack.org/teachers more than once a month; 36 percent of those accessed the system weekly.

Virginia's State Teacher Equity Plan Program Details

Project:	Teach in Virginia
	<ul style="list-style-type: none"> ▪ Ninety-one (91) percent agreed or strongly agreed that the Teacher Track online referral system was user friendly. ▪ Ninety-five (95) percent agreed or strongly that they were pleased with the level of Teacher Track technical support that they received from the <i>Teach in Virginia</i> staff. ▪ Ninety-five (95) percent agreed or strongly agreed that the quality of the <i>Teach in Virginia</i> teacher candidates was what they had expected based on information they had received about the program. ▪ Eighty-three (83) percent ranked the program as most effective or effective when compared to all of their recruitment efforts. <p>When asked to select the level to which they agreed with the following statement: "Overall I have been pleased with the level of service that I have received from <i>Teach in Virginia</i>," 97 percent selected agreed or strongly agreed. <i>Teach in Virginia</i> is also planning to examine the retention of teachers hired through the program. After running program data against state hiring data, the program will administer a survey to more effectively evaluate candidate retention and satisfaction with the profession. Teach in Virginia expects to have compiled survey data by August 2006.</p>
Timeline:	March 2004 – September 30, 2006
Reporting/ Evaluation:	<ul style="list-style-type: none"> ▪ Weekly reports focused on quantitative goals submitted to The New Teacher Project executive team ▪ Bi-weekly reports to VDOE with updates on program progress and planning activities ▪ <i>Teach in Virginia</i> maintains a program Web site, www.teachinvirginia.org ▪ <i>Teach in Virginia</i> reports information to divisions via a monthly electronic newsletter ▪ <i>Teach in Virginia</i> reports information to candidates via a monthly electronic newsletter
Funding Source:	Teacher Quality Enhancement Grant Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	TeachVirginia Electronic Job Bank and Hiring Hall
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	The Web-based tool allows teachers to post their résumés and school divisions to query for teachers throughout the state, nation, and abroad. The contract to develop Virginia's Electronic Job Bank and Hiring Hall was awarded in December 2004. The job bank, called Teach Virginia Recruitment Center, was piloted in February, 2005, and was unveiled as part of the Second Great Virginia Teach-In activities on Friday, March 4, 2005.
Baseline Data/Research Base:	At the time of the Electronic Job Bank and Hiring Hall request for proposal (RFP), thirty school divisions had annual memberships with the current vendor. To help provide the same services to all Virginia school divisions the TeachVirginia Electronic Job Bank was developed. The statewide membership provides a stance of equity among all school divisions to be given access to this teacher recruitment resource.
Impact Data:	<p>To date, 98 percent of Virginia school divisions have taken advantage of the Teach Virginia Recruitment Center to post job openings, conduct candidate searches, or send prospective candidates e-mails. Currently, 682 Virginia jobs are posted on the Teach Virginia Recruitment Center. Over 99,500 job seekers have accessed 2,568 openings since February 1, 2005, and more than 31,806 applications have been generated as a result.</p> <p>One month after Virginia's Electronic Job Bank was unveiled, 77 percent of Virginia's school divisions were utilizing the service. Currently, 98 percent (21 percent increase) of Virginia's school divisions are utilizing Virginia's Electronic Job bank and Hiring Hall. The goal is to continue to expand use of the product from 98 percent to 100 percent and to increase the amount of usage for each of the 132 school divisions.</p>
Timeline:	The joint contract period is February 1, 2005 through January 31, 2007.
Reporting/Evaluation:	Quarterly and annual Reports are submitted to the Virginia Department of Education.
Funding Source:	Teacher Quality Enhancement Grant State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Technical Training Assistance Centers (T/TAC)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>In collaboration with institutes of higher learning, eight regional centers have been established to assist local school divisions primarily with issues related to special education and school improvement. Personnel from these centers offer a host of online and face-to-face professional development opportunities for teachers and administrators throughout the state. The mission of Virginia's Training and Technical Assistance Centers (T/TAC) is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth - 22 years). The Centers provide quality training and technical assistance in response to local, regional, and state needs. T/TAC services increase the capacity of schools, school personnel, service providers, and families to meet the needs of children and youth. Additional information may be found on the T/TAC Web site at: http://www.ttaonline.org/staff/s_home.asp</p>
Baseline Data/Research Base:	<p>These centers were established to assist local school divisions in their efforts to provide targeted assistance to teachers providing instruction to students with special needs. Because of this universal need, centers were set up in each of the state's eight superintendents' regions.</p>
Impact Data:	<p>The T/TAC centers provide extensive, individualized assistance to each school that is served.</p>
Timeline:	<p>These centers were established in 1996.</p>
Reporting/Evaluation:	<p>Annual reports are submitted to the Virginia Department of Education. A variety of needs assessments are available on the T/TAC Web site at: http://www.ttaonline.org/staff/s_home.asp</p>
Funding Source:	<p>State and Federal funding</p>

Virginia’s State Teacher Equity Plan Program Details

Project:	TEAL I
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Teacher Education and Licensure – Phase I (TEAL I) system is a robust and user-friendly system that effectively and efficiently automates 1) the life-cycle processing of teacher and school personnel licenses by the Virginia Department of Education (VDOE) and 2) the life-cycle reporting and tracking of instructional personnel assignments by public school divisions to the VDOE. The TEAL I database provides a mechanism to support decision-making regarding supply and demand issues for licensed school personnel and compliance to No Child Behind regulations such as Highly Qualified Teachers. The TEAL I system was designed to support the following goals:</p> <ul style="list-style-type: none"> • Provide information on all licensed personnel in the state of Virginia, including licensure application data, endorsement areas, years of service, licensure expiration, evaluations, employment history, route to licensure, recognitions received, courses and grade levels taught, and highly qualified status. • Process and track all licensure action requests submitted to VDOE (e.g., initial Virginia license, license renewal, evaluation for an endorsement, etc.). • Web query of educator licenses and endorsements (accessible to general public). • Web query of license action requests submitted to VDOE (accessible to school divisions). • Web query of educator licenses and endorsement (accessible to school divisions). • Web submission of license renewals via school divisions. • Web submission of instructional personnel assignments by school divisions, including special educators. • Ability to import and store NES test scores for Virginia assessment tests. • Ability to import and store ETS scores for PRAXIS and for School Leadership Licensure Assessment tests. • Ability to import and store National Association for State Directors of Teacher Education and Certification (NASDTEC) licensure restrictions reported by other states via the NASDTEC Web site.

Virginia’s State Teacher Equity Plan Program Details

Project:	TEAL I
	<ul style="list-style-type: none"> • Ability to link licensure data to instructional personnel data. • Ability to scan and store documents as electronic images and associate them to the applicant or licensee. • Ability to process standard and ad hoc TEAL reports. • Ability to track Teacher Preparation Program Approval. • Ability to track routes to licensure. • Support calculation of highly-qualified teachers. • Identify the impact on critical shortage areas.
Baseline Data/Research Base:	<p>This program was developed to:</p> <ol style="list-style-type: none"> 1) Effectively and efficiently administer Virginia teacher and school personnel licenses and licensure action requests. 2) Provide data to facilitate decision-making with respect to supply and demand issues for licensed school personnel. 3) Comply with the No Child Left Behind (NCLB) federal regulation for ensuring that Highly Qualified Teachers are employed in all school divisions. 4) Support the Governor’s <i>Commonwealth of Virginia Strategic Plan for Technology 2002-2006</i>, for increasing the quantity, quality, and adoption of online services, particularly in the area of online licensure and application forms. <p>The research of the Committee to Enhance the K12 Teaching Profession in Virginia resulted in the report entitled “Stepping up to the Plate ... Virginia’s Commitment to a Qualified Teacher in Every Classroom”, October 16, 2002. This research provided the basis for this program. (A public web copy is available at http://www.doe.virginia.gov/VDOE/newvdoe/hq-teacher.pdf .)</p>
Impact Data:	<p>The annual targets for highly qualified teachers will be met by the school divisions.</p> <p>The annual targets for supplying critical shortage teaching areas will be met.</p> <p>The benchmark for average licensure action request turnaround time (completion) will be met with flat staffing.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	TEAL I
Timeline:	<p>Request for Proposals (RFPs) were solicited in October 2002, and awarded to System Automation in January 2003.</p> <p>The licensure system was implemented in July 2003, and the system has processed over 60,000 licensure actions per year.</p> <p>The instructional personnel web features were implemented in October 2003, and all 132 divisions are submitting their instructional personnel data via the Web-enabled TEAL I system.</p>
Reporting/ Evaluation:	<p>Instructional Personnel Verification Report (annual report, posted on Web)</p> <p>Critical Shortage Teaching Areas (annual report, posted on Web)</p> <p>License Action Report (monthly report)</p>
Funding Source:	Teacher Quality Enhancement Grant

Virginia’s State Teacher Equity Plan Program Details

Project:	TEAL II
Program Elements:	<input checked="" type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Teacher Education and Licensure – Phase II (TEAL II) system is an interactive, Web-based comprehensive data system designed to provide Virginia policymakers, the state department of education, and the public with reports about Virginia’s teachers and the programs that prepare teachers. TEAL II is comprised of four primary components:</p> <ul style="list-style-type: none"> • Teacher Pipeline Application (TPA) – The TPA is a Web-based student tracking system that all approved teacher preparation programs, both traditional and alternative will be required to use to document their student enrollments. Enrollment information will be recorded each semester with each student identified as beginning, continuing, or exiting. To facilitate the entry of student records, a bulk upload feature will be available to programs that maintain records in a compatible format, e.g., Microsoft Excel, Microsoft Access, etc. Otherwise, student records will have to be entered manually. In addition to enrollment and contact information, the TPA will capture test results, grade-point averages, area(s) of major, projected area of endorsement, professional aspirations, etc. Because of the sensitive nature of the data collected, appropriate security measures are being built into this application. • Teacher Education Outcomes – In addition to the student profile information collected through the TPA (see above), TEAL II will document the impact of the program as it relates to each student during his or her educational, and subsequently professional, experience. The information will be gathered through surveys that will be distributed during each term of the student’s study, upon the student’s completion or exit of the program, and at 1, 3, 5, and 10 years after exiting the program. • School Descriptors – TEAL II will also maintain information about the schools in Virginia. School descriptors will comprise two fundamental types: quantifiable and qualitative. Quantifiable data include such elements as school size, location, wealth indicators, student diversity profiles, etc. Qualitative data will deal with less tangible items such as teacher empowerment, administrative leadership, parental involvement, etc. Tracking teacher flow in conjunction with information about the schools will help identify possible explanations for teacher recruitment and retention patterns.

Virginia's State Teacher Equity Plan Program Details

Project:	TEAL II
	<p>Reports and Analysis Components – This feature will provide standard as well as ad-hoc reports for each group of users. TEAL II will also feature a dataset cutting tool, similar to the tool offered on the National Center for Education Statistics (NCES) Web site. This would allow users to generate online queries and download the results in accordance with their needs. Data queries and results will be in aggregated format. TEAL II will permit the creation of restricted use licensing protocols and downloadable analysis files with the data altered or withheld for privacy protection.</p>
Baseline Data/Research Base:	<p>This project was developed in response to the recommendation by the Committee to Enhance the K-12 Teaching Profession in Virginia, and to develop a comprehensive database to support Virginia's commitment to teacher quality. The Committee's recommendations, outlined in the report: <i>Stepping Up to the Plate . . . Virginia's Commitment to a Highly Qualified Teacher in Every Classroom</i>, became the core objectives of the state's Teacher Quality Enhancement grant (CFDA No. 84.336A), which funded the development of the database. The need to develop TEAL II was not so much data-driven as it was conceptual. At the time of the committee's recommendation, Virginia did not have a valid, reliable, and technologically suitable system for measuring teacher preparation output and performance. With the development of TEAL II, it will.</p>
Impact Data:	<p>Quantitative measures and reporting mechanisms will be available for many areas of K-12 teaching that previously have not been available.</p> <p>The anticipated outcomes are:</p> <ul style="list-style-type: none"> • Improved ability to identify trends in teacher preparation, placement, and retention in terms of total number, race/ethnicity, gender, teacher preparation route (i.e., traditional v. alternative), teacher preparation program, endorsement area, working conditions, etc. ; • Ability to gauge the impact of teacher preparation on students in terms of how many program completers enter the teaching profession (in Virginia), how long they remain in Virginia, which subject areas and at what levels do they teach, etc.; and • Ability to create standard and ad-hoc reports that describe the preparation of teachers.
Timeline:	<p>Key benchmarks:</p> <ul style="list-style-type: none"> • First pilot – June 2006 • Second pilot – September 2006 • First outcomes reporting – November 2006 • Full implementation – January 2007

Virginia's State Teacher Equity Plan Program Details

Project:	TEAL II
Reporting/ Evaluation:	In accordance with the code of Virginia (Title 2.2, Section 38), agencies are prohibited from sharing or transferring individual data, unless the purpose for the sharing or transferring of individual data is cited as an exception. Given that TEAL I is housed at the Virginia Department of Education, that TEAL II will be housed at the State Council of Higher Education for Virginia (SCHEV), and that assessing teacher quality is not exempted under Title 2.2, Section 38, neither agency may share individual data with each other. If the Department will be in a position to develop ad-hoc reports for the General Assembly, the Board of Education, and other entities responsible for enhancing teacher quality, it will need to be able to have access to the TEAL II database, whether by importing the data on a regular basis or possessing authentication rights to access the data online.
Funding Source:	Teacher Quality Enhancement Grant

Virginia's State Teacher Equity Plan Program Details

Project:	Turnaround Specialist Program
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Turnaround Specialist Program is an executive education and school leadership program designed to develop a cadre of school administrators who are trained to turn around consistently low-performing schools by using principles of business and education management. The program was developed by the Virginia Department of Education and the University of Virginia Partnership for Leaders in Education (UVA-PLE), an initiative of the Darden Graduate School of Business and the Curry School of Education. Administrators who complete the program successfully are eligible to be credentialed in school turnaround management. This program provides additional funding to each turnaround specialist to use on a discretionary basis to increase teacher quality and improve the school climate.</p> <p>Two groups of ten principals were selected to participate in training on leadership challenges, strategic change, decision-making, communications, and partnering. This includes business management strategies, finance and accounting practices, organizational behavior and communication, and restructuring and renewal of troubled organizations. Turnaround specialists also receive intensive support throughout the school year, with the goal of turning around a low-performing school within three years.</p> <p>Successful Turnaround Specialists who meet targets agreed upon by the school division and the state receive incentives.</p>
Baseline Data/Research Base:	<p>The program was developed as a component of former Governor Warner's Education for a Lifetime Initiative to help schools that were chronically underperforming. Schools eligible to receive a Turnaround Specialist were those accredited with warning for two or more consecutive years and/or Title I schools in year two of school improvement.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Turnaround Specialist Program
	<p>Research: Learning Point Associates. <i>Quality Teaching in At-Risk Schools: Key Issues –Building the Capacity of School Leaders to Support Teachers</i>. Available online at: http://www.tqsource.org/strategies/atrisk/Leadership.pdf</p> <p>Prince, C. (January 2002). <i>The Challenge of Attracting Good Teachers and Principals to Struggling Schools</i>. Arlington, VA: American Association of School Administrators. Available online at http://staging.aasa.cms-plus.com/files/PDFs/Policy/challenges_teachers_principals.pdf</p>
Impact Data:	Forty-five (45) schools were eligible to participate in the first year, 62 in the second year, and 73 in the third. Nine of 10 schools met their targets in the first year of the program. Schools in the second cohort will receive in the fall of 2006.
Timeline:	Each group selected was asked to commit to three years.
Reporting/ Evaluation:	Specialists post benchmark achievement data on a Balanced Scorecard portal. UVA-PLE sends periodic status reports to the VDOE, and achievement data is collected following each school year.
Funding Source:	State funding Wallace Foundation Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia Center for the Teaching of International Studies: Coursework for Highly Qualified Status
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	Virginia Commonwealth University, through the Virginia Center for the Teaching of International Studies, is providing professional development and materials to develop highly qualified teachers in the areas of world history, geography, and government.
Baseline Data/Research Base:	This program was developed to address the critical shortage area of History/Social Science and the need for professional development for existing teachers.
Impact Data:	Nine hundred eighty-two (982) teachers have participated in 69 classes to obtain credit toward highly qualified status.
Timeline:	This partnership began during the 2000 school year and continues to the present.
Reporting/Evaluation:	The project director at the Virginia Center for the Teaching of International Studies provides reports to the Virginia Department of Education (VDOE) at the end of each course and on an annual basis.
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia Middle School Mathematics Teacher Corps
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Virginia Middle School Teacher Corps was developed to improve the quality of mathematics instruction in middle schools and help ensure that students receive a solid foundation in mathematics as they prepare to enter high school. In 2004-2005, this initiative addressed two of the top ten areas of critical teacher shortage: mathematics and middle school teachers. The Teacher Corps also provides support for middle schools likely to have difficulty finding more qualified mathematics teachers to comply with the <i>No Child Left Behind Act of 2001</i>.</p> <p>The Virginia Middle School Teacher Corps provides the structure and incentives for school divisions to hire experienced mathematics teachers for middle schools that have been designated as "at risk in mathematics" as a result of being accredited with warning in mathematics or not meeting the Annual Measurable Objectives (AMOs) for mathematics performance as required for Adequate Yearly Progress (AYP). Teachers selected as members of the Teacher Corps are dynamic, well-qualified teachers who have demonstrated success in teaching mathematics in challenging environments. While their top priority is teaching, they may also work with school administrators and faculty to help less-experienced or struggling teachers. A school eligible to participate in the Teacher Corps has the opportunity to take part in the initiative for at least three years pending available funding. The program will continue for the 2006-2007 school year contingent upon funding by the General Assembly.</p>
Baseline Data/Research Base:	Sixty-nine eligible middle schools in the state were targeted for participation in this program, based on low student achievement in the area of mathematics.
Impact Data:	For the 2005-06 school year, twenty-five teachers were placed into 19 eligible middle schools around the state.
Timeline:	June 2005- June 2008, pending funding
Reporting/Evaluation:	Teacher corps members complete project logs and surveys. Student mathematics achievement data are evaluated at the end of each school year to determine effectiveness.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia Science Standards Institute
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input type="checkbox"/> Teacher Preparation and Out of Field Teaching <input type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	The Virginia Science Standards Institute (VSSI) is a week long summer learning institute for 4th and 5th grade teachers. The VSSI provides a professional development experience designed to improve teacher's content knowledge, promote strong teaching skills, and brings science teachers into contact with working scientists from participating agencies. The six-day/five-night institute provides a concentrated focus on science standards and their effective implementation.
Baseline Data/Research Base:	This program was developed to support schools with an accreditation rating warned in science. The program is based on 1) the Virginia Department of Education (VDOE) guidelines for of High Quality Professional Development and 2) the need to build teacher content understanding based on science Standards of Learning (SOL) content strands along with instructional activities.
Impact Data:	Twenty-five (25) teachers per year are targeted for participation and receive 40 hours of professional development.
Timeline:	<p>The program has existed for 11 years, and participant survey data allow the professional development program to be improved each year.</p> <p>April – invitation to schools Accredited with Warning in Science July – Virginia Science Standards Institute November – follow-up at VAST Professional Development Institute</p>
Reporting/Evaluation:	The program director maintains a Web site related to the program. Annual evaluations are compiled after the end of the program. These responses are used to modify program for the following year.
Funding Source:	Title II, Part A

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia's Become One Campaign
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>Goals of this grant include the establishment of a network of skilled professional development instructors to provide assistance to teachers working with special needs students and to improve recruitment and retention of special education professionals.</p> <p>Virginia's Become One campaign is dedicated to providing resources to those interested in pursuing a career in the field of special education. During 2005-2006, twenty-three unique tuition assistance programs were offered to special educators. Details are available at the Become One Campaign Web site at http://www.teachvirginia.org/becomeone/tuition.cfm. Virginia's Become One recruitment package contains public service announcements for network and cable television stations; full color brochures, posters, displays, and banners for school divisions, colleges, universities, the Virginia Employment Commission (VEC), the Virginia Council for Exceptional Children (VCEC); and a toll-free center for persons interested in pursuing a career in special education.</p>
Baseline Data/Research Base:	All special education endorsement areas have been among the top three critical shortage teaching areas in Virginia for the past seven years. In the past three years, there has been an average 13 percent increase of special educators holding valid conditional or provisional licenses. According to an informal review of special education licenses by birth year, over 30 percent of all special educators holding a valid license are at or near retirement age.
Impact Data:	Special educators in all of Virginia's hard-to-staff school divisions participated in training opportunities provided as part of the Become One Campaign in 2005-2006.
Timeline:	Future program revisions to the Virginia's Become One Campaign include plans to attract persons outside of education to participate in special educator programs. Become One: The Next Generation has secured funding for activities for high school students, college students and adults seeking a career change. Funding is secured until September 2006
Reporting/Evaluation:	Quarterly reports and an annual report are submitted to the Director of Teacher Education
Funding Source:	Individuals With Disabilities Education Improvement Act (IDEIA)

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia's Community College Collaborative to Expand the Pool of Highly Qualified Teachers
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Community College Collaborative is a joint effort by the Virginia Department of Education, the Virginia Community College System (VCCS), and the State Council of Higher Education for Virginia (SCHEV). VCCS, SCHEV and representatives of Virginia's public four-year institutions completed a framework for a new statewide transfer curriculum in teacher education, enabling the community colleges to become a point of entry for aspiring teachers. This framework allows for the seamless transfer of graduates from selected community colleges to four-year public institutions upon completion of specific foundational teacher education coursework and passing Praxis I.</p> <p>VCCS has also become a state-approved provider of the Career Switcher Program, offering professionals with bachelor's degrees an opportunity to become teachers in the critically needed subject areas of mathematics and the sciences. Coursework is delivered in a concentrated, fast-track timeframe of 16 weeks via Blackboard, using the VCCS compressed video network, streamed video, the internet, and teleconference.</p>
Baseline Data/Research Base:	This program was developed to address the need to fill critical shortage areas and to increase the numbers of teachers entering the teaching profession in Virginia
Impact Data:	The network of the 23 community colleges located throughout the state, combined with the VCCS distance learning capabilities provide access to the Career Switcher program for candidates across all regions of Virginia.
Timeline:	This program was announced in October 2003 and has continued to grow since that time.
Reporting/Evaluation:	Annual reports are submitted to the Division of Teacher Education, Licensure and Professional Practices.
Funding Source:	State funding

Virginia's State Teacher Equity Plan Program Details

Project:	Visiting International Faculty (VIF)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>The Virginia International Faculty (VIF) is officially recognized and sponsored by the United States Information Agency (USIA). VIF currently hosts more than 1,200 international teachers in eight states, including Virginia. VIF teachers represent more than two dozen countries and teach subjects such as foreign languages, English as a second language, mathematics, science, special education, and elementary education.</p> <p>Teachers receive visas that allow them to teach in this country for up to three years. The teachers may apply for a teaching license, including the provisional or regular professional license, issued by the Board of Education, or the school board may issue the teachers a three-year local eligibility license. All educators participating in the VIF program have been thoroughly screened to include personal interviews, reference and background checks, verification of academic and personal qualifications, and a careful match between the teacher and the participating school division.</p> <p>Teachers in the VIF program must have the following credentials and qualifications: baccalaureate degrees or higher, teacher preparation, relevant course work, and English fluency. VIF provides a week-long orientation for all teachers upon their arrival in the United States, in-school visits by professional education consultants, advisors to assist teachers in making the transition to life in the United States, and 24-hour access to VIF staff members in case of emergencies.</p>
Baseline Data/Research Base:	<p>The Visiting International Faculty Program is the United States' largest cultural exchange program for teachers and schools. VIF offers "highly qualified" teachers from around the world the opportunity of serving as teachers and cultural ambassadors in the United States. VIF provides U.S. schools with world-class teachers who groom a new generation of students for success in a globally integrated world. VIF teachers work in the state for up to 3 years and then return home to share their international experiences with students and colleagues in their home countries. (Source: VIF Web site: http://www.vifprogram.com)</p>
Impact Data:	<p>In the 2005-06 school year, 37 school divisions in Virginia employed 254 teachers from the VIF program. The majority of the teachers are employed in the area of foreign languages.</p>

Virginia's State Teacher Equity Plan Program Details

Project:	Visiting International Faculty (VIF)
Timeline:	Ongoing
Reporting/ Evaluation:	Information on the program can be obtained from the following Web site: http://www.vifprogram.com)
Funding Source:	Teachers are employed by the local school divisions.

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia Teaching Scholarship Loan Program (VTSLP)
Program Elements:	<input type="checkbox"/> Data and Reporting Systems <input checked="" type="checkbox"/> Teacher Preparation and Out of Field Teaching <input checked="" type="checkbox"/> Recruitment and Retention <input checked="" type="checkbox"/> Professional Development and Specialized Knowledge <input type="checkbox"/> Research, Evaluation, and Policy
Description:	<p>In 1996 the Virginia General Assembly reinstated the Virginia Teaching Scholarship Loan Program (VTSLP) as an incentive for students interested in pursuing a teaching career in a critical shortage teaching area. Students who participate in the VTSLP are expected to teach in the public schools of Virginia in the critical shortage teaching field to repay the amount of the award. Students who do not teach must establish a repayment schedule through the Division of Finance and Accounting in the Virginia Department of Education. Students targeted for the program include those who transfer from one of Virginia's community colleges into a teacher preparation program</p> <p>As a result of legislation enacted by the 2002 Session of the Virginia General Assembly, the Department of Education conducts an annual survey of instructional personnel to determine critical shortage areas in Virginia.</p> <p>Students who are eligible for the VTSLP must be nominated by the college or university to receive the award. To be eligible, students must be enrolled on a full or part-time basis in one of the critical shortage teaching endorsement areas, be at or beyond the sophomore year, possess a grade point average of at least 2.7, and be identified as a domiciliary resident of Virginia. Men at the elementary school level and minorities in all teaching areas also are eligible for the VTSLP.</p> <p>Through the VTSLP, eligible students may receive a scholarship loan for as much as \$3,720. When the student completes his or her teacher preparation program, the scholarship loan may be totally forgiven if the student teaches for four semesters in the public schools of Virginia in the critical shortage teaching endorsement area. Recipients may teach in any public school in Virginia. If, upon completion of the program, the student does not teach, the scholarship loan must be paid back to the Commonwealth of Virginia.</p>
Baseline Data/Research Base:	Through the VTSLP, eligible students may receive a scholarship loan for as much as \$3,720. When the student completes his or her teacher preparation program, the scholarship loan may be totally forgiven if the student

Virginia's State Teacher Equity Plan Program Details

Project:	Virginia Teaching Scholarship Loan Program (VTSLP)
	teaches for four semesters in the public schools of Virginia in the critical shortage teaching endorsement area. Recipients may teach in any public school in Virginia. If, upon completion of the program, the student does not teach, the scholarship loan must be paid back to the Commonwealth of Virginia.
Impact Data:	For the 2004-2006 years, funds in the amount of \$558,000 each year were appropriated by the 2004 General Assembly. One hundred seventy scholarships were awarded to individuals representing 35 institutions of higher education for 2005-2006. One hundred fifty-three scholarships were awarded in 2003-2004; 162 scholarships were awarded in 2004-2005.
Timeline:	It is anticipated that the 2006 General Assembly requested appropriation for the VTSLP for 2006-2007 will support the equivalent of 150 full-time scholarship recipients at \$3,720 each.
Reporting/ Evaluation:	VTSLP results are posted on the Virginia Department of Education Web site at http://www.doe.virginia.gov/VDOE/newvdoe/teached.html .
Funding Source:	State funding

Attachment B

SAMPLE

Virginia Department of Education
Division of Education and Licensure
2005-2006 Instructional Personnel (IPAL) Verification Report

TO: Division Superintendent
079 - RICHMOND CO PBLC SCHS
Ph.: (804) 333-5285
Fax: (804) 333-5586

FROM: Teacher Education and Professional Licensure
Phone: (804) 225-2802(Voice)

SUBJECT: Instructional Personnel (IPAL) 2005-2006 Verification of Licensure Endorsement Report.

The Office of Teacher Education and Professional Licensure received your Instructional Personnel Report. The attached report represents the instructional personnel that your division reported for the 2005-2006 school year and instructional personnel not properly licensed or endorsed for their assignments. We request that you verify the data.

If you discover any errors when you review your report, please make the corrections and re-submit your report. Please review your warnings and alerts, and make appropriate corrections. If there are no corrections, please have the division superintendent or authorized designee sign this form. Return this verification page to Teacher Education and Professional Licensure via fax within 48 hours or the nearest following workday.

I VERIFY THAT THE INSTRUCTIONAL PERSONNEL REPORT IS ACCURATE TO THE BEST OF MY KNOWLEDGE.

Superintendent's Signature (or designee)

Date

FAX to: Justin M. Bleach
(804) 786-6759 (FAX)

This form acknowledges receipt of your data submission

SAMPLE

Instructional Personnel Report for Division 079 – Richmond County Public Schools 2005-2006

Division Totals	HQ (%)	Section Count
Number of Class Sections Taught (in Core Subject Areas) by Highly Qualified Teacher	99.63	261
Number of Class Sections Taught (in Core Subject Areas) by Teachers NOT Highly Qualified		1
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Properly Endorsed and Licensed Instruction Personnel		104
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Licensed Instruction Personnel NOT Properly Endorsed and Licensed		0
Total Teachers, Administrators and FTE Positions	Totals	
Total Number of Teachers	92	
Total Number of Administrators (Principal and Assistance Principal)	6	
Total FTE Positions	97.5	

0020-Richmond County Elementary School		
Institution Total	HQ (%)	Section Count
Number of Class Sections Taught (in Core Subject Areas) by Highly Qualified Teacher	99.63	52
Number of Class Sections Taught (in Core Subject Areas) by Teachers NOT Highly Qualified		2
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Properly Endorsed and Licensed Instruction Personnel		11
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Licensed Instruction Personnel NOT Properly Endorsed and Licensed		0
Total Teachers, Administrators and FTE Positions	Totals	
Total Number of Teachers	43	
Total Number of Administrators (Principal and Assistance Principal)	2	
Total FTE Positions	44.5	

	SSN#	License # (License Type)	Endorsement	Assignments	Highly Qualified	Section	Expired?	Endorsed?	Praxis II	Local License
Federal Core Subject Teaching Areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography)										
Jones, Sally	123456789	PROV-065881 (PROVISIONAL)	9318-Early/Primary Education PRE-3 1003-Child Abuse Intervention-Met	0002-GRADE 2	Y	1	N	Y	N	

SAMPLE

Instructional Personnel Report for Division 079 – Richmond County Public Schools 2005-2006

0190-Richmond County Intermediate School		
Institution Total	HQ (%)	Section Count
Number of Class Sections Taught (in Core Subject Areas) by Highly Qualified Teacher	100	97
Number of Class Sections Taught (in Core Subject Areas) by Teachers NOT Highly Qualified		0
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Properly Endorsed and Licensed Instruction Personnel		39
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Licensed Instruction Personnel NOT Properly Endorsed and Licensed		0
Total Teachers, Administrators and FTE Positions	Totals	
Total Number of Teachers	24	
Total Number of Administrators (Principal and Assistance Principal)	2	
Total FTE Positions	26.0	

01020-Rappahonock High School		
Institution Total	HQ (%)	Section Count
Number of Class Sections Taught (in Core Subject Areas) by Highly Qualified Teacher	100	112
Number of Class Sections Taught (in Core Subject Areas) by Teachers NOT Highly Qualified		0
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Properly Endorsed and Licensed Instruction Personnel		54
Number of Class Sections Taught (in all areas not designated as Core Subject Areas) by Licensed Instruction Personnel NOT Properly Endorsed and Licensed		0
Total Teachers, Administrators and FTE Positions	Totals	
Total Number of Teachers	29	
Total Number of Administrators (Principal and Assistance Principal)	2	
Total FTE Positions	31.0	

Attachment C

Virginia Department of Education Teachers 2002 - 2005
Highly Qualified Teacher Percentages by Division

Division Number	Division Name	Percent of Classes Taught by Highly Qualified Teachers 2002 - 2003	Percent of Classes Taught by Highly Qualified Teachers 2003 - 2004	Percent of Classes Taught by Highly Qualified Teachers 2004 - 2005
001	Accomack County Public Schools	67.70	76.53	83.57
002	Albemarle County Public Schools	81.50	92.03	94.85
101	Alexandria City Public Schools	80.70	90.43	94.34
003	Alleghany County Public Schools	83.40	96.25	97.84
004	Amelia County Public Schools	63.70	92.44	96.93
005	Amherst County Public Schools	90.10	95.61	96.48
006	Appomattox County Public Schools	87.30	96.78	94.58
007	Arlington County Public Schools	75.80	92.50	96.32
008	Augusta County Public Schools	87.70	96.79	99.35
009	Bath County Public Schools	86.30	91.37	89.00
010	Bedford County Public Schools	83.10	97.12	98.27
011	Bland County Public Schools	73.70	93.84	98.41
012	Botetourt County Public Schools	87.40	97.27	97.91
102	Bristol City Public Schools	91.40	94.26	94.17
013	Brunswick County Public Schools	56.70	84.62	84.56
014	Buchanan County Public Schools	72.20	95.38	96.33
015	Buckingham County Public Schools	75.10	88.89	88.92
103	Buena Vista City Public Schools	84.90	92.72	88.94
016	Campbell County Public Schools	78.80	94.01	95.40
017	Caroline County Public Schools	74.60	93.86	90.36
018	Carroll County Public Schools	82.50	96.11	99.06
019	Charles City County Public Schools	74.20	87.22	87.57
020	Charlotte County Public Schools	81.90	90.10	91.24
104	Charlottesville City Public Schools	84.30	92.25	96.19
136	Chesapeake City Public Schools	92.20	97.66	98.16
021	Chesterfield County Public Schools	89.70	97.07	98.99
022	Clarke County Public Schools	77.90	86.77	92.80
106	Colonial Heights City Public Schools	93.50	97.59	97.49
202	Colonial Beach Public Schools	66.10	77.65	60.78
107	Covington City Public Schools	100.00	98.68	97.33
023	Craig County Public Schools	78.00	85.82	86.00
024	Culpeper County Public Schools	60.30	72.84	81.70
025	Cumberland County Public Schools	60.10	80.00	89.70
108	Danville City Public Schools	77.00	89.88	88.46
026	Dickenson County Public Schools	77.50	89.67	91.87
027	Dinwiddie County Public Schools	80.40	93.35	94.36
028	Essex County Public Schools	85.70	96.34	95.17
029	Fairfax County Public Schools	86.10	96.26	97.03
109	Falls Church City Public Schools	87.70	94.46	96.25

Division Number	Division Name	Percent of Classes Taught by Highly Qualified Teachers 2002 - 2003	Percent of Classes Taught by Highly Qualified Teachers 2003 - 2004	Percent of Classes Taught by Highly Qualified Teachers 2004 - 2005
030	Fauquier County Public Schools	84.20	96.02	98.76
031	Floyd County Public Schools	78.20	94.23	96.09
032	Fluvanna County Public Schools	69.40	90.58	83.43
135	Franklin City Public Schools	56.10	91.47	95.71
033	Franklin County Public Schools	88.20	93.75	92.15
034	Frederick County Public Schools	88.20	96.68	97.37
110	Fredericksburg City Public Schools	78.50	95.56	99.29
111	Galax City Public Schools	73.00	98.47	99.62
035	Giles County Public Schools	88.00	99.30	97.30
036	Gloucester County Public Schools	78.60	88.67	94.48
037	Goochland County Public Schools	82.30	95.01	93.27
038	Grayson County Public Schools	84.60	92.80	88.68
039	Greene County Public Schools	70.50	89.34	92.73
040	Greensville County Public Schools	68.30	79.74	81.42
041	Halifax County Public Schools	83.40	92.89	95.48
112	Hampton City Public Schools	70.50	89.35	91.36
042	Hanover County Public Schools	92.40	99.19	99.15
113	Harrisonburg City Public Schools	89.80	97.39	97.63
043	Henrico County Public Schools	78.70	96.21	98.46
044	Henry County Public Schools	75.80	88.78	84.18
045	Highland County Public Schools	74.10	88.89	96.47
114	Hopewell City Public Schools	73.20	94.56	94.91
046	Isle Of Wight County Public Schools	86.00	90.87	96.19
049	King and Queen County Public Schools	46.20	86.70	92.31
048	King George County Public Schools	66.90	89.74	91.79
050	King William County Public Schools	80.30	91.15	89.74
051	Lancaster County Public Schools	54.90	79.22	87.14
052	Lee County Public Schools	82.70	95.26	95.85
137	Lexington City Public Schools	75.00	100.00	100.00
053	Loudoun County Public Schools	88.80	97.87	98.29
054	Louisa County Public Schools	82.60	87.31	90.77
055	Lunenburg County Public Schools	77.20	94.25	89.06
115	Lynchburg City Public Schools	85.90	96.33	93.84
056	Madison County Public Schools	62.10	87.20	87.40
143	Manassas City Public Schools	76.30	93.17	98.33
144	Manassas Park City Public Schools	78.70	89.71	91.36
116	Martinsville City Public Schools	71.70	85.47	82.80
057	Mathews County Public Schools	86.00	95.11	97.35
058	Mecklenburg County Public Schools	80.60	88.62	88.14
059	Middlesex County Public Schools	79.80	96.47	97.02
060	Montgomery County Public Schools	89.80	96.95	98.04
062	Nelson County Public Schools	87.00	99.71	96.71
063	New Kent County Public Schools	71.00	84.46	93.11

Division Number	Division Name	Percent of Classes Taught by Highly Qualified Teachers 2002 - 2003	Percent of Classes Taught by Highly Qualified Teachers 2003 - 2004	Percent of Classes Taught by Highly Qualified Teachers 2004 - 2005
117	Newport News City Public Schools	80.80	94.45	95.06
118	Norfolk City Public Schools	71.40	89.38	94.18
065	Northampton County Public Schools	77.40	91.19	92.34
066	Northumberland County Public Schools	85.50	84.77	84.17
119	Norton City Public Schools	83.90	81.95	99.12
067	Nottoway County Public Schools	71.70	87.42	96.53
068	Orange County Public Schools	65.90	76.69	80.42
069	Page County Public Schools	80.00	89.47	97.11
070	Patrick County Public Schools	78.00	93.59	96.74
120	Petersburg City Public Schools	64.90	92.31	79.18
071	Pittsylvania County Public Schools	85.00	93.13	92.38
142	Poquoson City Public Schools	89.80	97.82	98.47
121	Portsmouth City Public Schools	84.70	94.04	94.09
072	Powhatan County Public Schools	88.10	98.20	99.13
073	Prince Edward County Public Schools	73.60	91.30	97.62
074	Prince George County Public Schools	91.90	97.71	97.10
075	Prince William County Public Schools	74.70	93.89	94.41
077	Pulaski County Public Schools	88.80	91.29	95.93
122	Radford City Public Schools	93.60	99.54	100.00
078	Rappahannock County Public Schools	83.20	95.74	88.29
123	Richmond City Public Schools	81.90	97.51	98.50
079	Richmond County Public Schools	90.40	100.00	99.52
124	Roanoke City Public Schools	73.50	80.50	92.26
080	Roanoke County Public Schools	95.90	99.38	99.80
081	Rockbridge County Public Schools	88.70	96.44	95.14
082	Rockingham County Public Schools	92.80	98.65	99.57
083	Russell County Public Schools	84.20	93.39	91.02
139	Salem City Public Schools	97.70	99.84	99.33
084	Scott County Public Schools	82.80	89.56	90.76
085	Shenandoah County Public Schools	84.30	91.50	94.62
086	Smyth County Public Schools	91.10	93.87	96.55
087	Southampton County Public Schools	85.70	88.83	96.28
088	Spotsylvania County Public Schools	83.50	96.37	98.06
089	Stafford County Public Schools	89.70	96.78	96.95
126	Staunton City Public Schools	92.20	96.05	97.38
127	Suffolk City Public Schools	80.50	90.03	94.15
090	Surry County Public Schools	66.40	85.71	89.20
091	Sussex County Public Schools	45.70	65.73	70.45
092	Tazewell County Public Schools	91.30	98.66	98.80
128	Virginia Beach City Public Schools	92.70	97.22	94.41
093	Warren County Public Schools	74.80	89.25	90.62
094	Washington County Public Schools	92.90	97.44	99.46

Division Number	Division Name	Percent of Classes Taught by Highly Qualified Teachers 2002 - 2003	Percent of Classes Taught by Highly Qualified Teachers 2003 - 2004	Percent of Classes Taught by Highly Qualified Teachers 2004 - 2005
130	Waynesboro City Public Schools	88.20	96.08	98.47
207	West Point Public Schools	90.40	95.51	95.68
095	Westmoreland County Public Schools	60.40	88.95	85.88
131	Williamsburg-James City Public Schools	84.60	92.38	96.32
132	Winchester City Public Schools	90.30	98.08	98.87
096	Wise County Public Schools	95.10	98.27	99.00
097	Wythe County Public Schools	91.50	95.10	94.11
098	York County Public Schools	91.00	99.33	99.04
218	VSDB- Staunton	N/A*	2.94	57.14
219	VSDB- Hampton	N/A*	N/A*	100
* No Core subjects taught				
Overall Average for State (not Counting VSDB divisions)		80.4	92.3	93.7

Attachment D

**HARD-TO-STAFF SCHOOLS
2004-2005**

Number of Eligible Elementary/Primary Schools	64
Number of Eligible Middle Schools	73
Number of Eligible High Schools	79

TOTAL SCHOOLS 216

Number of Eligible LEAs 66

LEA	SCHOOLS
Accomack (2)	Accawmacke Elementary Smith Middle (scheduled to close)
Alexandria (5)	Adams Elementary Jefferson-Houston Elementary Maury Elementary Hammond Middle Washington Middle
Arlington (4)	Campbell Elementary Swanson Middle Wakefield High Yorktown High
Bedford (1)	Liberty High
Brunswick (4)	Meherrin-Powellton Elementary Sturgeon Elementary Brunswick Sr. High Russell Jr. High
Caroline (2)	Caroline High Caroline Middle
Carroll (1)	Woodlawn Middle School
Charles City (1)	Charles City Middle
Chesapeake (1)	Oscar Smith Middle
Chesterfield (4)	Falling Creek Middle Perrymont Middle Matoaca High Meadowbrook High
Clarke (1)	Berryville Primary
Colonial Beach (1)	Colonial Beach High
Culpeper (3)	Binns Middle Culpeper Middle Culpeper High
Cumberland (2)	Cumberland Middle Cumberland High
Danville (2)	Glenwood Elementary Westwood Middle
Dinwiddie (1)	Dinwiddie Middle

(Note: The list of eligible schools does not include alternative schools, vocational centers, or special education centers.)

HARD-TO-STAFF SCHOOLS
2004-2005

LEA	Schools
Fairfax (32)	Braddock Elementary Churchill Road Elementary Clearview Elementary Fairview Elementary Freedom Hill Elementary Hybla Valley Elementary Lorton Station Elementary Lynnbrook Elementary McNair Elementary Oakton Elementary Riverside Elementary Terraset Elementary Washington Mill Elementary Westgate Elementary Glasgow Middle Holmes Middle Jackson Middle Longfellow Middle Poe Middle Sandburg Middle Thoreau Middle Twain Middle Whitman Middle Edison High Fairfax High Hayfield Secondary Lake Braddock Secondary Lee High South Lakes High Stuart High West Potomac High Westfield High
Fauquier (2)	Cedar Lee Middle Liberty High
Fluvanna (1)	Fluvanna High
Franklin City (2)	Franklin High King Middle
Franklin County (1)	Ferrum Elementary
Frederick (4)	Gainesboro Elementary Millbrook High Sherando High Wood High
Fredericksburg (2)	Mercer Elementary Monroe High
Gloucester (1)	Gloucester High
Greene (1)	Monroe High

HARD-TO-STAFF SCHOOLS
2004-2005

LEA	Schools
Greensville (3)	Belfield Elementary Wyatt Middle Greensville High
Halifax (3)	Friend Elementary Clays Mill Elementary Washington-Coleman Elementary
Hampton (6)	Lee Elementary Spratley Middle Syms Middle Bethel High Hampton High Phoebus High
Hanover (1)	Hanover High
Henrico (5)	Fairfield Middle Rolfe Middle Henrico High Highland Springs High Tucker High
Henry (3)	Campbell Court Elementary Drewry Mason Middle Magna Vista High
Hopewell (2)	Carter G. Woodson Middle Hopewell High
Isle of Wight (1)	Smithfield Middle
King and Queen (3)	King and Queen Elementary Lawson-Marriott Elementary Central High
King George (1)	King George High
Lee (2)	Lee High Pennington Middle
Loudoun (2)	Guilford Elementary Park View High
Louisa (1)	Louisa High
Lunenburg (2)	Lunenburg Middle Central High
Manassas City (2)	Metz Middle Osborn High
Manassas Park City (2)	Manassas Park Middle Manassas Park High
Mecklenburg (3)	Boydton Elementary Bluestone Middle Park View High

HARD-TO-STAFF SCHOOLS
2004-2005

LEA	Schools
Newport News (10)	Briarfield Elementary Sedgefield Elementary Watkins Elementary Crittenden Middle Huntington Middle Passage Middle Denbigh High Heritage High Warwick High Woodside High
Norfolk (8)	Campostella Elementary Jacox Elementary Monroe Elementary Young Park Elementary Azalea Middle Lake Taylor Middle Ruffner Middle Norview High
Northampton (1)	Northampton High
Orange (1)	Locust Grove Middle
Petersburg (5)	Virginia Avenue Elementary Westview Elementary Peabody Middle Vernon Johns Middle Petersburg High
Pittsylvania (1)	Chatham High
Portsmouth (3)	Churchland Middle I.C. Norcom High Woodrow Wilson High
Prince Edward (1)	Prince Edward Middle
Prince William (25)	Ashland Elementary Bel Air Elementary Dumfries Elementary Featherstone Elementary Kerrydale Elementary Leesylvania Elementary McAuliffe Elementary Potomac View Elementary Sinclair Elementary Sonnie Penn Elementary Tyler Elementary West Gate Elementary Yorkshire Elementary

HARD-TO-STAFF SCHOOLS
2004-2005

LEA	Schools
Prince William – Continued	Beville Middle Godwin Middle Graham Park Middle Lynn Middle Parkside Middle Rippon Middle Stonewall Middle Brentsville District High Forest Park High Garfield High Potomac High Stonewall Jackson High
Rappahannock (1)	Rappahannock High
Richmond (11)	Broad Rock Elementary Greene Elementary Brown Middle Chandler Middle Elkart Middle Henderson Middle Mosby Middle Onslow Minnis Middle Thompson Middle Armstrong High Wythe High
Roanoke City (1)	Blue Ridge Technical Academy (High)
Russell (1)	Castlewood High
Southampton (2)	Southampton Middle Southampton High
Spotsylvania (2)	Chancellor High Spotsylvania High
Stafford (1)	Colonial Forge High
Staunton (1)	Robert E. Lee High
Suffolk (4)	Driver Elementary Kennedy Middle Lakeland High Nansemond River High
Surry (1)	Jackson Middle
Sussex (2)	Sussex Central Middle Sussex Central High
Virginia Beach (3)	Birdneck Elementary Green Run High Kempsville High

HARD-TO-STAFF SCHOOLS
2004-2005

LEA	SCHOOLS
Warren (4)	Keyser Elementary Warren Middle Warren Jr. High Warren High
Westmoreland (3)	Washington District Elementary Montross Middle Washington and Lee High
Winchester (1)	Daniel Morgan Middle
TOTAL SCHOOLS	216

**HARD-TO-STAFF SCHOOLS
2005-2006**

Number of Eligible LEAs	59
Number of Eligible Elementary/Primary Schools	89
Number of Eligible Middle Schools	59
Number of Eligible High Schools	56
TOTAL SCHOOLS	204

(Note: The list of eligible schools does not include alternative schools, vocational centers, or special education centers.)

LEA	SCHOOLS
Accomack (2)	Accawmacke Elementary Arcadia Middle
Alexandria City (3)	Adams Elementary Hammond Middle Maury Elementary
Amherst (1)	Central Elementary
Arlington (4)	Gunston Middle Henry Elementary Hoffman Boston Elementary Jefferson Middle
Bedford (1)	Liberty High
Bland (1)	Rocky Gap Elementary
Botetourt (1)	Eagle Rock Elementary
Brunswick (4)	Red Oak Elementary Sturgeon Elementary Brunswick Sr. High James Russell Jr. High
Buchanan (3)	Grundy High Hurley High Riverview Elementary
Buckingham (1)	Buckingham Middle
Caroline (2)	Caroline High Caroline Middle
Carroll (3)	Carroll Co Intermediate St. Paul School Gladeville Elementary
Charles City (2)	Charles City Middle Charles City High
Colonial Beach City (1)	Colonial Beach High
Culpeper (2)	Binns Middle Culpeper Middle
Danville (4)	Glenwood Elementary Grove Park Elementary Johnson Elementary Westwood Middle
Dinwiddie (1)	Dinwiddie Middle
Essex (1)	Essex Intermediate

HARD-TO-STAFF SCHOOLS
2005-2006

LEA	Schools
Fairfax (17)	Bucknell Elementary Cardinal Forest Elementary Cunningham Park Elementary Floris Elementary Forestdale Elementary Hybla Valley Elementary Kings Glen Elementary Lynnbrook Elementary Mount Vernon Woods Elementary Providence Elementary Shreveewood Elementary Woodburn Elementary Key Middle Sandburg Middle Twain Middle Whitman Middle Hayfield Secondary
Fauquier (1)	Cedar Lee Middle
Franklin City (1)	Joseph King Middle
Franklin County (1)	Ben Franklin Middle East
Frederick (3)	Armel Elementary Gainesboro Elementary Millbrook High
Fredricksburg (2)	Mercer Elementary Monroe High
Grayson (1)	Grayson County High
Greene (1)	Monroe High
Greensville (1)	Wyatt Middle
Halifax (6)	Turbeville Elementary Sinai Elementary Meadville Elementary Washington-Coleman Elementary Halifax County High Halifax County Career
Hampton (9)	Aberdeen Elementary Kraft Elementary Langley Elementary Mallory Elementary Phillips Elementary Wythe Elementary Spratley Middle Bethel High Phoebus High
Henrico (4)	Douglas Wilder Middle Rolfe Middle Henrico High Highland Springs High

**HARD-TO-STAFF SCHOOLS
2005-2006**

LEA	SCHOOLS
Henry (5)	Axton Elementary Mt. Olivet Primary Sanville Elementary Magna Vista High Bassett High
Hopewell (3)	Hopewell High Woodson Middle Woodlawn Preschool Learning Ctr.
King and Queen (1)	Central High
Lancaster (1)	Lancaster High
Lee (1)	Lee High
Loudoun (9)	Forest Grove Elementary Hutchison Farms Elementary Rolling Ridge Elementary Sugarland Elementary Farmwell Station Middle Seneca Ridge Middle Dominion High Heritage High Park View High
Montgomery County (1)	Auburn Middle
New Kent (1)	New Kent Middle
Newport News (8)	Briarfield Elementary Marshall Elementary Sedgefield Elementary Watkins Elementary Huntington Middle Passage Middle Denbigh High Warwick High
Norfolk (3)	Lake Taylor Middle Ruffner Middle Washington High
Orange (1)	Locust Grove Middle
Petersburg (6)	Virginia Avenue Elementary Walnut Hill Elementary Westview Elementary Peabody Middle Vernon Johns Middle Petersburg High
Pittsylvania (3)	Chatham Elementary Tunstall Middle Gretna Sr. High
Portsmouth (8)	Clarke Academy Douglas Park Elementary Lakeview Elementary Churchland Middle Cradock Middle Huntmapp Middle I.C. Norcom High Woodrow Wilson High
Prince Edward (2)	Prince Edward Middle Prince Edward High

**HARD-TO-STAFF SCHOOLS
2005-2006**

LEA	SCHOOLS
Prince William (23)	Bel Air Elementary Belmont Elementary Dumfries Elementary Kerrydale Elementary Neabsco Elementary Montclair Elementary Mullin Elementary John F. Pattie, Sr. Elementary Sinclair Elementary Sonnie Penn Elementary Signal Hill Elementary Mary Williams Elementary Yorkshire Elementary Beville Middle Godwin Middle Graham Park Middle Lynn Middle Parkside Middle Rippon Middle Stonewall Middle Freedom High Garfield High Stonewall Jackson High
Richmond (17)	Greene Elementary Jones Elementary Maymont Elementary Oak Grove/Bellmeade Elementary Patrick Henry Elementary Southampton Elementary Swansboro Elementary Hill Middle Boushall Middle Chandler Middle Elkardt Middle Henderson Middle King Middle Thompson Middle Armstrong High Marshall High Wythe High
Rockbridge (1)	Rockbridge County High
Roanoke City (6)	Addison Aerospace Magnet Middle Blue Ridge Technical Academy Fleming High Huff Lane Micro Village Ruffner Middle Stonewall Jackson Middle
Scott (1)	Dungannon Intermediate
Spotsylvania (2)	Berkeley Elementary Massaponax High

**HARD-TO-STAFF SCHOOLS
2005-2006**

LEA	SCHOOLS
Suffolk (4)	Kennedy Middle King's Fork High Lakeland High Nansemond River High
Surry (2)	Jackson Middle Surry High
Sussex (2)	Chambliss Elementary Sussex Central High
Tazewell (1)	Springville Elementary
Warren (2)	Keyser Elementary Warren High
Westmoreland (3)	Washington District Elementary Montross Middle Washington and Lee High
Wythe (1)	Max Meadows Elementary
TOTAL SCHOOLS	204

Attachment E

Hard-to-Staff Divisions in Virginia by Region
Participation in Targeted Programs to Improve Distribution of Highly Qualified Teachers and Teacher Quality or Increase the Number of Highly Qualified Teachers

	Become One Campaign	Content Area Institutes	CORE Reading	English Language Learners Academy	Geospatial Applications	Great Virginia Teach-in	Hard-to-Staff Incentive Program	Hard-to-Staff Mentoring Program	IPAL	Leadership Grants	Lesson Study	Federal Teaching Loans	Mathematics Science Partnership Mathematics Focus	Mathematics Science Partnership Science Focus	Mentor Teacher Institute	Middle School Mathematics Teacher Corps	NCLB Partnership	NCS Mentor	National Board Certification Teachers - Priority Funding	Online Social Science Course Work	PASS	Reading First Academies	Regional Special Ed & Content Area Institutes	Retired Teachers in Critical Shortage Areas	Special Ed Training Grants	State Appropriation for Mentor Programs	Teacher Incentive Fund	Teacher Quality Enhancement Grant	Teach In Virginia	Teach Virginia Job Bank & Hiring Hall	TEAL I	TEAL II	Turnaround Specialist	VA Center for Int'l Studies HQ Coursework	VA Science Standards Institute	Visiting International Faculty Program					
Regions/ Counties																																									
Region 1:																																									
Charles City	X	X	X			X		X	X	X		X	X	X	X			X			X						X		X	X	X	X	X								
Dinwiddie	X	X			X	X		X	X			X	X	X	X	X					X						X	X	X	X	X	X	X	X							
Henrico	X	X	X		X	X		X	X			X	X	X	X				X		X	X		X			X	X	X	X	X	X	X	X					X		
Hopewell	X	X			X	X		X	X	X		X	X	X	X						X						X		X	X	X	X	X	X							
New Kent	X	X			X	X		X	X					X	X												X		X	X	X	X	X	X							
Petersburg	X	X	X			X	X	X	X			X	X	X	X	X					X				X		X	X	X	X	X	X	X	X	X	X					
Richmond	X	X	X		X	X		X	X			X	X	X	X	X			X	X		X	X			X	X	X	X	X	X	X	X	X	X	X	X	X			X
Surry	X	X				X		X	X			X	X	X	X	X					X						X	X	X	X	X	X	X	X							
Sussex	X	X	X		X	X		X	X	X		X	X	X	X	X					X						X		X	X	X	X	X	X	X	X					

	Become One Campaign	Content Area Institutes	CORE Reading	English Language Learners Academy	Geospatial Applications	Great Virginia Teach-in	Hard-to-Staff Incentive Program	Hard-to-Staff Mentoring Program	IPAL	Leadership Grants	Lesson Study	Federal Teaching Loans	Mathematics Science Partnership Mathematics Focus	Mathematics Science Partnership Science Focus	Mentor Teacher Institute	Middle School Mathematics Teacher Corps	NCLB Partnership	NCS Mentor	National Board Certification Teachers - Priority Funding	Online Social Science Course Work	PASS	Reading First Academies	Regional Special Ed & Content Area Institutes	Retired Teachers in Critical Shortage Areas	Special Ed Training Grants	State Appropriation for Mentor Programs	Teacher Incentive Fund	Teacher Quality Enhancement Grant	Teach In Virginia	Teach Virginia Job Bank & Hiring Hall	TEAL I	TEAL II	Turnaround Specialist	VA Center for Int'l Studies HQ Coursework	VA Science Standards Institute	Visiting International Faculty Program				
Region IV																																								
Alexandria	X	X		X	X	X		X	X			X	X	X	X				X		X						X	X	X		X	X	X	X	X	X	X		X	
Arlington	X	X	X	X		X		X	X			X	X	X	X				X		X	X					X	X	X	X	X	X	X	X	X	X	X	X		X
Culpeper	X	X				X		X	X			X	X		X										X	X	X	X		X	X	X	X	X	X				X	
Fairfax	X	X	X		X	X		X	X			X			X				X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Fauquier	X	X		X	X		X	X				X		X				X	X		X				X	X		X	X		X	X	X	X	X	X		X		
Frederick	X	X		X	X		X	X				X	X	X	X			X	X							X	X		X	X	X	X	X	X	X	X				
Loudoun	X	X		X	X		X	X	X			X			X				X					X	X	X	X		X	X	X	X	X	X	X	X			X	
Orange	X	X				X		X	X			X	X		X				X								X		X	X	X	X	X	X	X	X				
Prince William	X	X	X	X		X		X	X			X	X	X	X				X			X		X			X	X	X	X	X	X	X	X	X	X	X		X	
Warren	X	X				X		X	X			X		X	X				X							X	X		X	X	X	X	X	X	X	X				
Region V																																								
Amherst	X	X	X			X		X	X			X	X	X	X			X	X		X	X				X	X		X	X	X	X	X	X	X	X	X			
Bedford	X	X	X			X		X	X			X	X	X	X				X			X				X	X	X	X	X	X	X	X	X	X	X	X		X	
Greene	X	X				X		X	X			X			X	X		X	X							X	X	X	X	X	X	X	X	X	X	X	X			
Rockbridge	X	X		X	X		X	X				X	X	X	X				X		X					X	X		X	X	X	X	X	X	X	X	X			

Attachment F

Stepping Up to the Plate...

Virginia's Commitment to a Highly Qualified Teacher in Every Classroom



*A Report from the Committee to Enhance
the K-12 Teaching Profession in Virginia*

**Stepping Up to the Plate...
Virginia's Commitment to a Highly
Qualified Teacher in Every Classroom**

*A Report from the Committee to Enhance the K-12
Teaching Profession in Virginia*

October 16, 2002

Committee to Enhance the K-12 Teaching Profession in Virginia

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The purpose of the Joint Task Force on the K-12 Teaching Profession in Virginia, established in 2000 by the Board of Education (BOE) and the State Council of Higher Education for Virginia (SCHEV), was to develop recommendations for enhancing the teaching profession. Co-chaired by a member of the BOE and SCHEV and with broad participation from all education constituencies, the Joint Task Force presented a draft report to the full membership of the BOE and SCHEV in June 2001. The Joint Task Force recommended the establishment of a permanent advisory body consisting of policymakers and constituent groups to develop and implement a comprehensive state plan to ensure a highly qualified teacher in every classroom. Based on this recommendation, the *Committee to Enhance the K-12 Teaching Profession in Virginia* was constituted.

“Teaching is a valued profession that attracts, develops, and retains skilled, talented, and diverse individuals who effectively advance learning for all students.”

--Committee’s

Vision

Stepping Up to the Plate....

Virginia's Commitment to a Highly Qualified Teacher in Every Classroom

--A Report from the Committee to Enhance the K-12 Teaching Profession in Virginia

The goal of the report of the Committee to Enhance the K-12 Teaching Profession in Virginia is to present a coherent, comprehensive blueprint to attract, develop, and retain skilled, talented, and diverse individuals who effectively advance learning for all students. The report includes a clear, strong case supporting the need for this comprehensive blueprint and consists of five recommendations. Included with each recommendation are strategies for implementation and expected outcomes.

BLUEPRINT SUMMARY (Recommendations and Strategies)

Recommendation One: Develop a Comprehensive Database to Support Virginia's Commitment to Teacher Quality

- Collect data on the qualifications of Virginia instructional personnel.
- Collect data that will enable schools and divisions to better understand how to affect teacher retention and effectiveness.
- Access data on the supply of potential teachers.
- Collect data that will enable institutions of higher education and schools and divisions to more effectively predict and respond to potential shortage areas.
- Collect data that will support research efforts to enhance teacher education programs and explore the links between teacher effectiveness and student achievement.
- Require teachers to provide accurate, timely, and current information.

Recommendation Two: Expand Recruitment Initiatives to Attract Competent, Caring, and Qualified Teachers

- Develop and implement a statewide marketing plan to attract prospective new candidates and highly qualified teachers into the teaching profession in Virginia.
- Develop a statewide Job Bank and Electronic Hiring Hall that will enable teachers from around the world to post their credentials and inquire about position openings.
- Create partnerships between institutions of higher education and school divisions to develop structured "grow your own" Teach for Tomorrow programs for middle and high school students to explore and enter careers in education.
- Expand and increase support for incentive programs for students who want to teach in one of Virginia's critical shortage areas, males who wish to teach in the elementary or middle grades, and people of color in all teaching fields.
- Expand and increase initiatives for alternative pathways to teaching.
- Fund compensation and benefits for teachers that will attract and retain highly qualified individuals.

Recommendation Three: Provide High-Quality Teacher Preparation Programs for Every Teacher Candidate

- Prepare increased numbers of highly qualified teachers in critical shortage areas by developing and expanding model programs that are grounded in the realities of schools, address the needs of today's teachers, and produce candidates who have an impact on student learning.
- Strengthen measures to ensure that teacher preparation programs are producing the high-quality teachers Virginia needs and that the programs are aligned with preK-12 curriculum and licensure standards.
- Develop an incentive-based funding system that recognizes and rewards teacher preparation programs that are responsive to school divisions' needs and demonstrate the effectiveness of program completers in enhancing student learning.

Recommendation Four: Expand Efforts to Develop and Retain High-Quality Teachers

- Design, implement, and evaluate a high-quality mentoring program including the development of standards for training mentor teachers, guidelines for implementing mentoring programs, and plans for effective evaluation and monitoring of programs.
- Provide focused professional development that requires an individualized growth plan for teachers and school leaders based on proven professional development practices and identified student needs.
- Ensure that teachers' salaries, benefits, and incentives are competitive in the marketplace and sufficient to retain quality personnel.
- Establish a multi-tiered licensure system that reflects stages in the professional development of teachers and promotes their continuing growth and career options as educators.
- Develop and implement a comprehensive approach to ensure that all schools have a positive work environment and are led by effective school principals.

Recommendation Five: Conduct Research to Design and Evaluate Teacher Quality Initiatives

- Define the most pressing data needs of policymakers, preK-20 administrators and teachers, teacher educators, and other key constituent groups focused on the teaching profession in Virginia.
- Establish, implement, and coordinate a statewide research and evaluation agenda to generate, analyze, and share data to address identified high priority policy and program development needs.
- Foster collaboration among school divisions, colleges and universities, regional and statewide technical assistance providers, professional associations, and regional consortia to promote research on teachers and teaching quality.
- Establish a Center for Research on the Teaching Profession.
- Participate in regional and national teacher quality efforts aligned with Virginia priorities.
- Seek additional funding from the federal government, national organizations, and private foundations to support teacher quality initiatives in Virginia.

The Challenge

The quality of teaching in our classrooms is the most important in-school factor in improving student achievement.

Since July 1, 1995, the Commonwealth of Virginia has been engaged in a comprehensive effort to raise achievement for all students through the adoption of rigorous, grade- and subject-specific Standards of Learning (SOL). Virginia also has implemented an accountability system that measures how well students are meeting the Standards of Learning and how well schools are preparing them to succeed. Virginia's intense focus on raising student achievement through a strong system of standards and accountability has begun to transform its educational system. It also has led policymakers to focus on the most basic resource that students need to succeed—a competent, caring, and qualified teacher. If all students are expected to meet high standards of learning, then all teachers must have the capacity to teach to those standards.

Compelling research supports Virginia's focus on teacher quality. The quality of teaching in our classrooms is the most important in-school factor in improving student achievement. Groundbreaking research in Tennessee and Texas found that students whose initial achievement levels are comparable have vastly different academic outcomes three years later based on the sequence of teachers to which they have been assigned. In addition, the residual effects of both effective and ineffective teachers are measurable two years later. Therefore, there can be no doubt that Virginia's goals for student learning depend on a qualified teaching force that is well prepared and well supported. Federal policymakers also have reached this conclusion with the passage of the No Child Left Behind Act. Ensuring a highly qualified teacher in every classroom is now the law of the land.

Virginia's teacher quality challenges are threefold:

- **Quantity:** Virginia must increase and track the number of individuals who enter and remain in the teaching profession in order to staff our schools with adequate numbers of qualified teachers.
- **Quality:** Virginia clearly cannot sacrifice quality for quantity. Federal law and Virginia's strong accountability system for students require that the state ensures that all teachers are well prepared to teach an increasingly diverse student population to meet the state's high Standards of Learning.
- **Equity:** Virginia cannot close the state's student achievement gap until the teacher quality gap is closed. Ensuring that poor urban and rural students have equal access to highly qualified teachers must be a priority.

How can policymakers and educators in the commonwealth step up to the plate to address these challenges? The following report and its five recommendations can serve as a blueprint for Virginia to ensure that there is a highly qualified teacher in every classroom.

COMMITTEE RECOMMENDATIONS

- Develop a Comprehensive Database to Support Virginia’s Commitment to Teacher Quality
- Expend Recruitment Initiatives to Attract Competent, Caring, and Qualified Teachers
- Provide High-Quality Teacher Preparation Programs for Every Teacher Candidate
- Expand Efforts to Develop and Retain High-Quality Teachers
- Conduct Research to Design and Evaluate Teacher Quality Initiatives

The current status of the recommendations, strategies for implementation, and the expected outcomes for each are summarized on the following pages.

RECOMMENDATION ONE: Develop a Comprehensive Database to Support Virginia’s Commitment to Teacher Quality

Current Status

Current and accurate data relating to teachers and teaching practices in the state are essential to the development of effective and sustainable strategies for recruiting, preparing, and retaining highly qualified teachers for each classroom and the ability to link teacher quality with student achievement. However, Virginia’s current methods of collecting data are plagued with problems that include the following:

- Fragmented agency responsibility for data collection
- Lack of personal identifiers which are needed to track teachers throughout their careers
- Different schedules of data collection
- Nonstandardized data definitions and lack of uniform reporting by divisions
- No link between teacher preparation databases and those used by the Department of Education

Without sound data and information, Virginia policymakers, educators, and the public will have neither the evidence nor the tools to demand the profound changes necessary for overhauling the current system of recruiting, preparing, licensing, supporting, assessing, retaining, and rewarding our most effective teachers.

Strategies for Implementation of Recommendation

- Collect data on the qualifications of Virginia instructional personnel.
- Collect data that will enable schools and divisions to better understand how to affect teacher retention and effectiveness.
- Access data on the supply of potential teachers.
- Collect data that will enable institutions of higher education and schools and divisions to more effectively predict and respond to potential teacher shortage areas.
- Collect data that will support research efforts to enhance teacher education programs and explore the links between teacher effectiveness and student achievement.
- Require teachers to provide accurate, timely, and current information.

Outcomes

- Teacher shortage areas identified and filled before becoming critical
- Increased teacher diversity
- Increased teacher retention
- Streamlined recruitment and licensure processes
- Increased and more varied career growth and development opportunities
- Identification of factors impacting teacher quality and student learning
- More focused professional development
- A coordinated state approach to preK-20 research on the teaching profession
- Up-to-date, reliable information

RECOMMENDATION TWO: Expand Recruitment Initiatives to Attract Competent, Caring, and Qualified Teachers

Current Status

Virginia faces a severe shortage of teachers. From 2000 to 2015, the commonwealth's supply of teachers is expected to show a 4 percent decline while its student population is expected to grow by 4 percent. Using today's student and teacher populations, this equates to approximately 3,400 fewer teachers for 76,000 additional students.

In 1999, 5,121 first-time teachers were hired in Virginia. During the same year, Virginia colleges and universities graduated approximately 3,900 teachers from their preparation programs. In 2000 the number of graduates dropped to 2,862. Past history indicates that less than half of these remain in the state and not all who remain choose to teach, forcing Virginia to import teachers from other states. In addition, in a 2001 survey, Virginia school divisions reported 4,136 vacancies and teachers teaching outside their area of endorsement, nearly triple the number reported in 1999. Teacher attrition, especially in high-poverty urban and rural communities, and the number of teachers retiring also have added significantly to the teacher shortage. Career switcher and alternate route programs have helped to offset the diminishing numbers of potential teacher applicants, but they are not sufficient.

Furthermore, teachers' salaries in Virginia are not competitive. In 1989-90 the average teacher salary in Virginia ranked third among the 16 member states of the Southern Regional Education Board (SREB), behind only Maryland and Delaware. A decade later, Virginia's position has fallen to fifth, with North Carolina and Georgia joining Maryland and Delaware with higher salaries.

As a result of these factors, a severe shortage of teachers exists in special education, mathematics, reading (reading specialist), foreign language, science, middle grades 6-8, library media, music education, technology education, and English. While most Virginia school divisions struggle to find teachers in these critical shortage areas, the schools with high-poverty populations struggle to find qualified teachers in most subjects and grade levels. This problem is especially acute in the remote, rural areas of the state.

Strategies for Implementation of Recommendation

- Develop and implement a statewide marketing plan to attract prospective new candidates and highly qualified teachers into the teaching profession in Virginia.
- Develop a statewide Job Bank and Electronic Hiring Hall that will enable teachers from around the world to post their credentials and inquire about position openings.

- Create partnerships between institutions of higher education and school divisions to develop structured “grow your own” Teach for Tomorrow programs for middle and high school students to explore and enter careers in education.
- Expand and increase support for incentive programs for students who want to teach in one of Virginia’s critical shortage areas, males who wish to teach in the elementary or middle grades, and people of color in all teaching fields.
- Expand and increase alternative pathways to teaching.
- Fund compensation and benefits for teachers that will attract and retain highly qualified individuals.

Outcomes

- Increased numbers of middle and high school students interested in teaching
- Increased numbers of highly qualified candidates applying to enter teaching preparation programs
- Virginia’s average teacher salary increased to be the highest in the SREB region
- Increased numbers of individuals licensed and teaching in Virginia

RECOMMENDATION THREE: Provide High-Quality Teacher Preparation Programs for Every Teacher Candidate

Current Status

Preparing well-qualified teachers is vital to strengthening the profession. National research indicates that teachers who enter the profession without preparation leave at rates of about 60 percent within the first two years of teaching and produce lower student achievement while they are teachers. In addition, fewer than 30 percent of new teachers report feeling “very well prepared” for the realities of today’s classrooms – integrating technology into instruction, meeting the needs of diverse students and those with limited English proficiency, addressing the needs of special education students, and implementing preK-12 student content and performance standards.

Bold new approaches are needed that will accomplish two goals: preparation of highly qualified teachers, particularly for hard-to-staff positions, and preparation of teachers in ways that increase the likelihood they will stay in those positions.

Strategies for Implementation of Recommendation

- Prepare increased numbers of highly qualified teachers in critical shortage areas by developing and expanding model programs that are grounded in the realities of schools, address the needs of today’s teachers, and produce candidates who have an impact on student learning.
- Strengthen measures to ensure that teacher preparation programs are producing the high-quality teachers Virginia needs and that the programs are aligned with preK-12 curriculum and licensure standards.
- Develop an incentive-based funding system that recognizes and rewards teacher preparation programs that are responsive to school divisions’ needs and demonstrate the effectiveness of program completers in enhancing student learning.

Outcomes

- Teacher preparation programs that have well-structured systems to assess program effectiveness and evaluate candidate performance through the first three years of teaching
- Assessment of program completers' impact on student learning
- Increased numbers of highly qualified teachers in critical shortage teaching areas
- Increased numbers of positions filled with highly qualified, well prepared teachers

RECOMMENDATION FOUR: Expand Efforts to Develop and Retain High-Quality Teachers

Current Status

Retaining highly qualified teachers is the key to maintaining a highly qualified work force. However, nationally, as many as 39 percent of teachers leave the profession within the first five years. According to a 1999 United States Department of Education survey, only 19 percent of teachers have been mentored by a veteran teacher in a structured program, even though participation in a mentoring program is known to reduce attrition rates by up to two-thirds. Fewer than 12 percent of public school teachers report that they are “very satisfied” with the level of esteem in which society holds the teaching profession. While increased student enrollments and retirements have contributed to teacher shortages, data indicate that the greatest reason for shortages is teacher turnover. The four reasons most often cited by teachers leaving the profession are low salaries, lack of support from school administrators, student discipline problems, and lack of teacher input into decision making. Additional factors contributing to teacher attrition include lack of opportunities to advance professionally and poor working conditions.

Principals play a critical role in supporting teachers and creating a positive work environment in which teaching and learning can thrive. Current research indicates that effective school leadership is central to teacher retention. In addition, Virginia’s focus on the Standards of Learning and raising student achievement means that the role of the building principal has changed. Therefore, principal preparation programs need to prepare leaders who understand instruction and know how to create learning communities in which teachers and students can do their best work.

Adequate compensation is also an important component for retaining qualified teachers. In 2000, Virginia’s average per capita income was \$1,600 above the national per capita income, yet the average salary paid Virginia classroom teachers was \$3,088 below the national average for teachers. In 2001-02, 79 percent of Virginia’s school divisions had salaries below \$35,000 for teachers with 10 years of experience.

Strategies for Implementation of Recommendation

- Design, implement, and evaluate a high-quality mentoring program including the development of standards for training mentor teachers, guidelines for implementing mentoring programs, and plans for effective evaluation and monitoring of programs.
- Provide focused professional development that requires an individualized growth plan for teachers and school leaders based on proven professional development practices and identified student needs.

- Ensure that teachers' salaries, benefits, and incentives are competitive in the marketplace and are sufficient to retain quality personnel.
- Establish a multi-tiered licensure system that reflects stages in the professional development of teachers and promotes their continuing growth and career options as educators.
- Develop and implement a comprehensive approach to ensure that all schools have a positive work environment and are led by effective school principals.

Outcomes

- A statewide system for developing, implementing, and evaluating mentor programs based upon best practices
- Improved support for new teachers
- A multi-tiered licensure system based on teachers' knowledge, skills, and expertise
- Improved professional development programs
- Increased opportunities for teachers to expand their skills and expertise
- Adequate compensation systems to retain teachers
- Increased retention rates of highly qualified teachers

RECOMMENDATION FIVE: Conduct Research to Design and Evaluate Teacher Quality Initiatives

Current Status

Current research on the teaching profession in Virginia generally lacks the focus, coordination, and scale necessary to impact policy and program development. There is no statewide structure in place to define and fund the comprehensive research needed to address pressing issues of teacher and teaching quality. Existing national and state studies have not provided sufficient or compelling evidence to guide decision making on issues of teacher preparation and teaching quality, particularly as they impact student learning.

Strategies for Implementation of Recommendation

- Define the most pressing data needs of policymakers, preK-20 administrators and teachers, teacher educators, and other key constituent groups focused on the teaching profession in Virginia.
- Establish, implement, and coordinate a statewide research and evaluation agenda to generate, analyze, and share data to address identified high priority policy and program development needs.
- Foster collaboration among school divisions, colleges and universities, regional and statewide technical assistance providers, professional associations, and regional consortia to promote research on teachers and teaching quality.
- Establish and fund a Center for Research on the Teaching Profession.
- Participate in regional and national teacher quality efforts aligned with Virginia priorities.
- Seek additional funding from the federal government, national organizations, and private foundations to support teacher quality initiatives in Virginia.

Outcomes

- Integration and alignment of all Virginia Department of Education, State Council of Higher Education for Virginia, and Virginia Community College System teacher quality initiatives with key policy priorities
- A comprehensive information system that evaluates the effectiveness of programs that recruit, prepare, and retain teachers
- Increased capacity to link teacher performance to student learning outcomes in order to assess the impact of teacher quality initiatives
- Improved access to research data specific to Virginia to guide policy, funding, and program decisions

**Stepping Up to the Plate...Virginia's Commitment
To a Highly Qualified Teacher in Every Classroom**

Efforts to address teacher quality are not new to the commonwealth. What has been missing, however, is a coherent, comprehensive plan to increase student achievement by enhancing the quality of the teaching force in Virginia. Recognizing this critical need, the Committee to Enhance the K-12 Teaching Profession in Virginia has created this blueprint to develop an information database; to improve efforts to recruit, prepare, and retain teachers; and to conduct research to design and evaluate teacher quality initiatives.

Virginia's policymakers and educators have been given the challenge. Every student deserves a caring, competent, and highly qualified teacher...

Now is the time for Virginia to step up to the plate.

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