

**PRELIMINARY REPORT  
WEST VIRGINIA HIGHER EDUCATION  
HIGH QUALITY EDUCATOR STAKEHOLDER COMMITTEE**

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

Lee Iacocca

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

John Steinbeck

## **INTRODUCTION**

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

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

- Admission to a nationally accredited educator preparation program;
- Varied and increasingly robust clinical experiences;

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

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

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

The Higher Education – High Quality Educator Stakeholder Committee convened in September 2013. Led by a national consultant, and utilizing the guidance document, the Committee identified key areas of reform. A Steering Committee formed from this Stakeholder Committee was charged with compiling a response detailing recommendations and points for action. In early November, the Steering Committee met to finalize their draft document. During this work session, the Steering Committee collaborated with the Department to incorporate the necessary edits and established corresponding templates identifying the metrics and/or

benchmarks; timelines for completion; person/entity responsible for each item; and the appropriate fiscal note for each recommendation and action item.

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

The recommendations include the following:

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

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## **RECOMMENDATIONS OF THE HIGH QUALITY EDUCATOR STAKEHOLDER COMMITTEE**

**Recommendation 1****Strengthen admission criteria for entry into educator preparation programs.**

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

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

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

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

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

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

## **Recommendation 2**

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

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

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

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

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

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

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

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

### **Recommendation 3**

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

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

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

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

and higher education) who support and assess candidates in field and clinical experiences.

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

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

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

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

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

- The ability to problem solve by accommodating plans and practices to challenging and changing classroom contextual factors;
- The ability to use multiple forms of assessments of and data about student learning to design and implement instruction;
- The ability to collaborate with colleagues to be innovative and engage in best practices;

- The ability to work with diverse learners who represent a broad range of experiences, skills, needs, and challenges; and,
- The ability to plan for and utilize technology and digital media creatively and effectively.

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

#### **Recommendation 4**

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

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

##### *Employing Districts:*

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

##### *Candidate Perceptions*

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

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

- This data base will be comprised of the aggregate performance of graduates as evaluated by school principals and professional peers on teacher evaluation instruments.
- WVDE will provide to the educator preparation programs the aggregate performance of program graduates in each of the first three years of candidates' teaching.

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

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

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

#### **Recommendation 5**

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

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

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

**Action Point 5.2:** Create where necessary, and improve where existing, collaborative structures and relationships between the three P-12 agencies (WVDE, RESAs, CPD) and between those three and HEPC. Greater cohesion and communication between these entities is essential in supporting rigorous, high quality educator preparation programs, and in implementing policies

that intersect the four agencies. Such collaboration is also essential for IHEs, their P-12 partners, and educator preparation programs to serve as a critical professional preparation and development resources for public education in the state.

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

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

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

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

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

**Action Point 5.5:** Create a task force of the following key representatives (or their proxies) to examine the feasibility and potential of an initiative to intensify the “incubator” potential of collaboration between the following entities: WVDE, HEPC, Education and the Arts, CPD, IHEs, and IHE partner schools districts. In this to-be-designed model the Center for Professional Development would serve as the “flywheel” point to provide logistical and administrative support (through the existing and an expanded PDS structure) for intersecting IHEs, local schools and school districts, RESAs, and WVDE in an effort to:

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

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

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

- The process for moving toward quality-driven funding may start, for example, with high quality elementary education, especially focused on literacy skills, and with a stronger focus on STEM at the elementary level.

## Appendix A: Members of the High Quality Educator Focus Group

Gayle Manchin	WVBE
Wade Linger	WVBE
Lloyd Jackson	WVBE
Donna Peduto	WVBE
<b>Dr. Lynne Schrum</b>	<b>West Virginia University</b>
Beverly Kingery	Nicholas County Schools
<b>Dr. Keely Camden</b>	<b>West Liberty State University</b>
<b>Dr. Van Dempsey</b>	<b>Fairmont State University</b>
Dr. Karen Larry	ARCC
Dr. Teresa Eagle	Marshall University
<b>Dr. Craig McClellan</b>	<b>Salem International University</b>
Dr. Jim Denova	Claude Worthington Benedum Foundation
<b>Dr. Frank Devono</b>	<b>Monongalia County Schools</b>
Lisa Hedrick	WVDE
Dr. Amelia Courts	WVDE
Robert Hagerman	WVDE

**\*Denotes Steering Committee Member**

## Appendix B: Members of the High Quality Educator Stakeholder Committee

Robert Hagerman	WVDE
Ralph Board	RESA 5
<b>Kathy Butler</b>	<b>WV Higher Education Policy Commission</b>
Kevin Cain	Glennville State College
Connie Stout	Glennville State College
Teresa Eagle	Marshall University
Cheryl Nelson	Pocahontas County Schools
Beverly Kingery	NicholasCounty Schools
Calandra Lockhart	University of Charleston
<b>Tammy Acord</b>	<b>RaleighCounty Schools</b>
Jim Denova	Claude Worthington Benedum Foundation
Nelson Spencer	McDowellCounty Schools
<b>Denise Stalnaker</b>	<b>Randolph County Schools</b>
Allison Swan Dagen	West Virginia University
Cheryl Barnes	Concord University
Rick Druggish	Concord University
<b>David Mohr</b>	<b>House of Delegates</b>
<b>Craig S. McClellan</b>	<b>Salem University</b>
Traci Tuttle Hudson	West Liberty University
Michele Adams	Berkeley County Schools
<b>Jeff Smith</b>	<b>Cabell County Schools</b>
Carolyn Crislip-Tacy	Fairmont State University
Jaci Webb- Dempsey	Fairmont State University School of Education
Diana Jackson-Charlino	American Public University System
Terene Stiltner	Bluefield State College
Pamela Schield	Salem International University
<b>Van Dempsey</b>	<b>Fairmont State University</b>
Gabe Devono	RESA 7
Darrell Thompson	Bluefield State College
<b>Lloyd Jackson</b>	<b>WVBE</b>
JoJo Ullom	West Liberty University
<b>Donna Peduto</b>	<b>WVBE</b>
Sallie Dalton	GreenbrierCounty Schools
Christine Campbell	AFT-WV
Jo Pennigton	Ohio Valley University
Elisabeth Steenken	Bluefield State
Michele Jackson	WoodCounty Schools
Paula Lucas	Marshall University
Rebecca Burns	University of Charleston
Monica Beane	WVDE

William M. White	State Board of Education
<b>Kay Devono</b>	<b>Alderson Broaddus University</b>
<b>Frank Devono</b>	<b>Monongalia County Schools</b>
<b>Hank Hager</b>	<b>WV Senate</b>
Marsha Sarver	BarbourCounty Schools
Robert Hull	WVDE
Linda Bragg	WVDE
Karen Petitto	WV Wesleyan College
Tammy Samples	UpshurCounty Schools
Hallie Mason	Governor's Office
Chris Weikle	Governor's Office
Tammy Lynn Woody	American Public University System
Cynthia L. Gissy	West Virginia University at Parkersburg
Robin Lewis	RESA1
Jeremy Vittek	Wheeling Jesuit University
Jack Wiseman	WV Department of Education and the Arts
Dixie Billheimer	WV Center for Professional Development
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**\*Denotes Steering Committee Member**