

West Virginia Department of Education
Revised Plan for Meeting the Goal of 100% Highly Qualified Teachers
2006-2007

Introduction

West Virginia supports the mandate for highly qualified teachers and understands the positive impact of having a highly qualified teacher for every student. Recent statewide initiatives to increase teachers' effectiveness in the classroom evidence the emphasis West Virginia places on assuring that teachers are well prepared. The second state to join the 21st Century Partnership, West Virginia has realigned its curriculum, instruction and assessment with the 21st Century Partnership philosophy. West Virginia is also poised to launch a comprehensive teacher induction program that not only increases the rigor of teacher preparation programs at the pre-service end of the continuum, but also provides support through a year-long mentorship program with focused professional development. West Virginia has also implemented a statewide initiative to increase the number of NBPTS-certified teachers as another means of assuring the quality of teaching in our state. Alternative routes to certification have also been implemented to attract teachers to shortage areas, high poverty and low performing schools.

Prior to the NCLB highly qualified teacher definition, West Virginia has had a history of rigorous educator licensure requirements—and for the past decade has required state competency exams as a condition for licensure. During much of this history, West Virginia's institutions of higher education required an academic major or equivalent in order for graduates of the teacher preparation programs to be recommended for licensure as a teacher. Unfortunately, the technology to document information about each teacher's academic major was/is not available. Also, prior to 1996 when the ETS Praxis exams became a condition for licensure, other licensure exams were required. Again, unfortunately, the technology was not in place to officially document those state competency exams.

While West Virginia currently has a sophisticated database for recording and reporting highly qualified teacher information, like many states, a majority of our teaching workforce was licensed during those years in which data about the academic major or competency testing was not collected/stored in a manner allowing it to be easily retrieved. All of this to say that West Virginia is confident that many of our teachers who used the HOUSSE option to demonstrate subject competency would have been able to document subject competency via a state competency exam or an academic major if our state had a mechanism for retrieving that information from the old paper copy and/or microfiche records.

Despite our lack of highly qualified teacher documentation for previous years, West Virginia is now in an excellent position not only to document the highly qualified status of our teachers, but also to analyze this data in order to make informed decisions regarding policy development or program implementation. We look forward to making this HQT State Plan a working document that promotes our state's strong belief in, and support of, high quality teaching and learning for all!

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

In accordance with the NCLB definition of highly qualified teacher, a West Virginia teacher is considered to be highly qualified in a core academic subject if s/he meets the following criteria:

- a. **Holds a bachelor's degree.** (All educators in WV must hold the minimum of a bachelor's degree. This requirement extends to those working as substitute teachers in both long-term and short-term positions and those working towards full certification on a First-Class/Full-Time Permit or Out-of-Field Authorization); AND
- b. **Holds full state certification.** (To be considered highly qualified in WV, a teacher must hold a Professional or Alternative Teaching Certificate endorsed in the core academic subject s/he is teaching. Special educators must also hold a Professional Teaching Certificate endorsed in the exceptionality or exceptionalities specific to the students assigned to the course. Teachers who hold a Professional Teaching Certificate endorsed in a core academic subject but teaching outside of their field, are not considered to be highly qualified until they have completed an approved teacher preparation program in that subject area and successfully completed the Praxis II content examination.) AND
- c. **Demonstrates subject matter competence.** (Teachers may demonstrate competence in the subject area using one of the following options:
 - a. **Praxis II Content Exam:** Teachers, if not already required for certification purposes, may pass the Praxis II content examination.
 - b. **Academic Major:** An academic major is defined as 21 semester hours of coursework in the core academic subject.
 - c. **Advanced Credential:** Advanced credentials include a master's or doctoral degree in the core academic subject or certification through the National Board for Professional Teaching Standards (NBPTS) in the core academic subject at the middle and high school levels.
 - d. **HOUSSE:** As approved by the USDE, WV utilizes its performance evaluation as described in WVBE Policy 5310 (<http://wvde.state.wv.us/policies/p5310.pdf>) as its high objective uniform state standard of evaluation or "HOUSSE." A teacher must achieve a rating of "meets standards" or above on section one of the performance evaluation that requires a demonstration of "knowledge of subject."

To collect and evaluate classroom level data, class schedules were pulled from each of the schools in the state. Each school in WV uses the same system to report schedules and each schedule contains unique identifying information for the teachers assigned to the courses. The schedules were filtered to separate core academic subjects from those courses that are not considered to be a core academic subject. Certification information was referenced for each teacher of record of each core academic subject. If the teacher of record held the appropriate full state certification for the core academic subject s/he was teaching, they were given the option for demonstrating subject matter competence. Data for the 2004-05 school year was compiled and reported using these guidelines. See <http://wveis.k12.wv.us/nclb/pub/rpt0405/Hqual.cfm?sy=05&xrep=1&cn=091&school=999&coname=WEBSTER&rpage=index.cfm&rptnum=HQS>

For the 2005-06 school year a more sophisticated data collection system was created for building-level administrators to use to input data regarding how each teacher of each core academic subject would demonstrate subject matter competence. If the teacher had completed the content exam required for certification, that information was pre-populated into the database; thus identifying the teacher as meeting the definition of highly qualified to teach that particular core academic subject. Building-level principals entered information into the database that identified the method by which each teacher of each core academic subject course demonstrated subject matter competence. This highly qualified teacher (HQT) information was then submitted electronically to the WVDE.

Once data from the schools had been collected, the data were analyzed. Schools were identified in four categories: 1) elementary, middle, or high schools; 2) schools that met adequate yearly progress (AYP) and schools that failed to make AYP; 3) schools that are considered high poverty; 4) schools that had a high number of minority students. The following charts reflect the data analysis. (Note: This data continues to be reviewed and analyzed. It will appear on the WVDE website as soon as the WVDE Offices of Technology and Professional Preparation can verify its accuracy.)

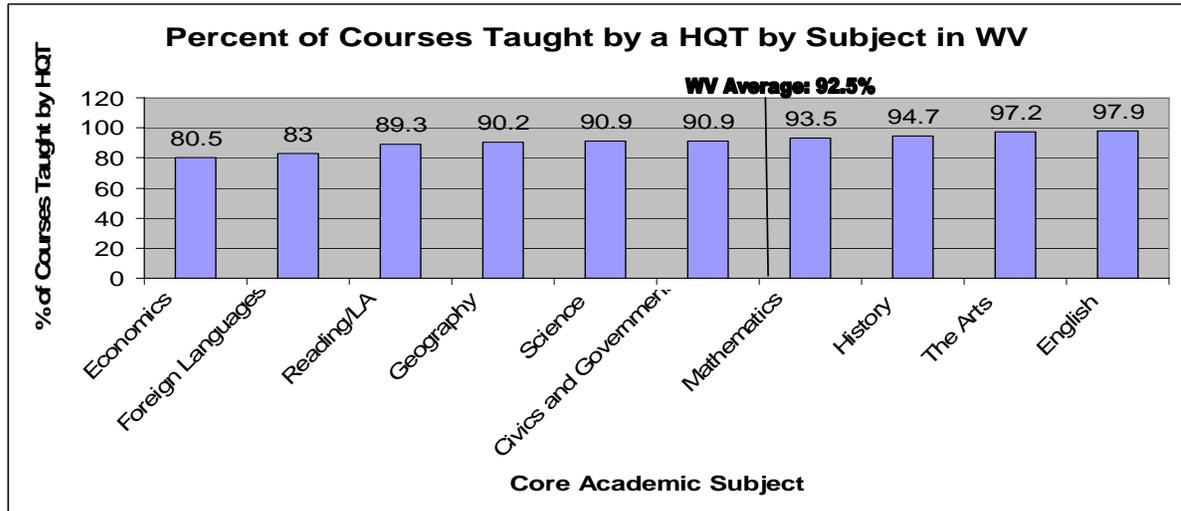
Percent of Core Academic Subjects Taught by Highly Qualified Teachers (HQTs)

The overall state average for core academic subjects taught by highly qualified teachers (HQTs) for 2005-06 is 92.5%. A closer examination of the data according to core academic subjects taught by HQTs, however, revealed that economics, the foreign languages, reading and language arts, geography, science, and civics and government are below the state average. In this same data analysis, mathematics, the arts, history and English are all above the state average in the percent of these subjects taught by HQTs.

Because information is collected from the school schedule of courses to determine the percentage of courses taught by a HQT, in the future the WVDE will analyze which courses in each core academic subject are taught by a HQT to determine if inequities exist between the courses being taught. For instance, the WVDE will examine if more calculus courses are taught by a HQT than algebra courses.

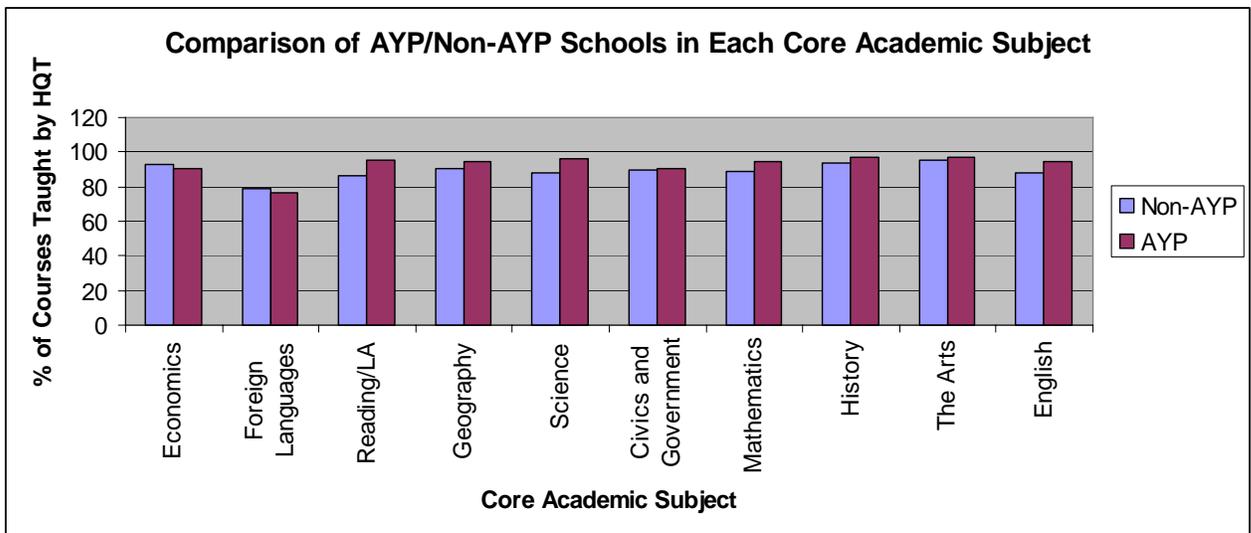
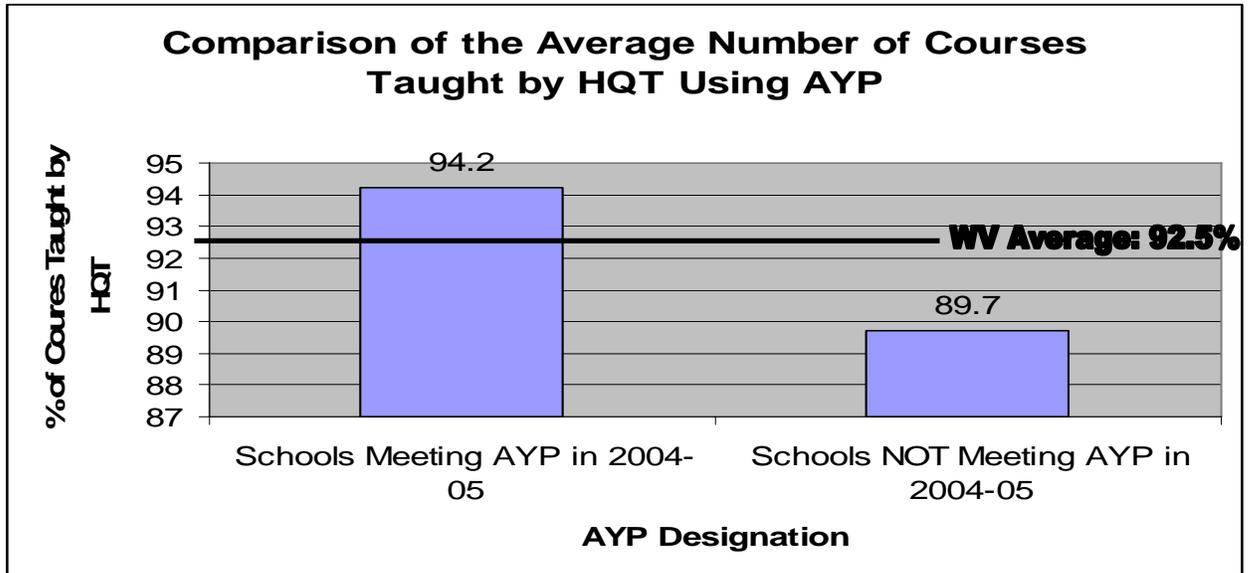
(NOTE: A detailed analysis of this data must be performed in order to determine the specific reason for not meeting HQT status for each teacher who does not meet the HQT definition for each core academic subject. For example, a preliminary analysis of the data for those teachers who are not HQT for the core academic subject, economics,

reveal that a significant number of these teachers are state-certified in business education. While business education teachers have some coursework in economics, this is clearly an inappropriate teaching assignment that needs to be addressed administratively at the district level. At the very minimum, in the absence of a teacher fully certified to teach economics, the district should have pursued hiring an individual with a degree in economics and placing him/her in an alternative route to certification.)



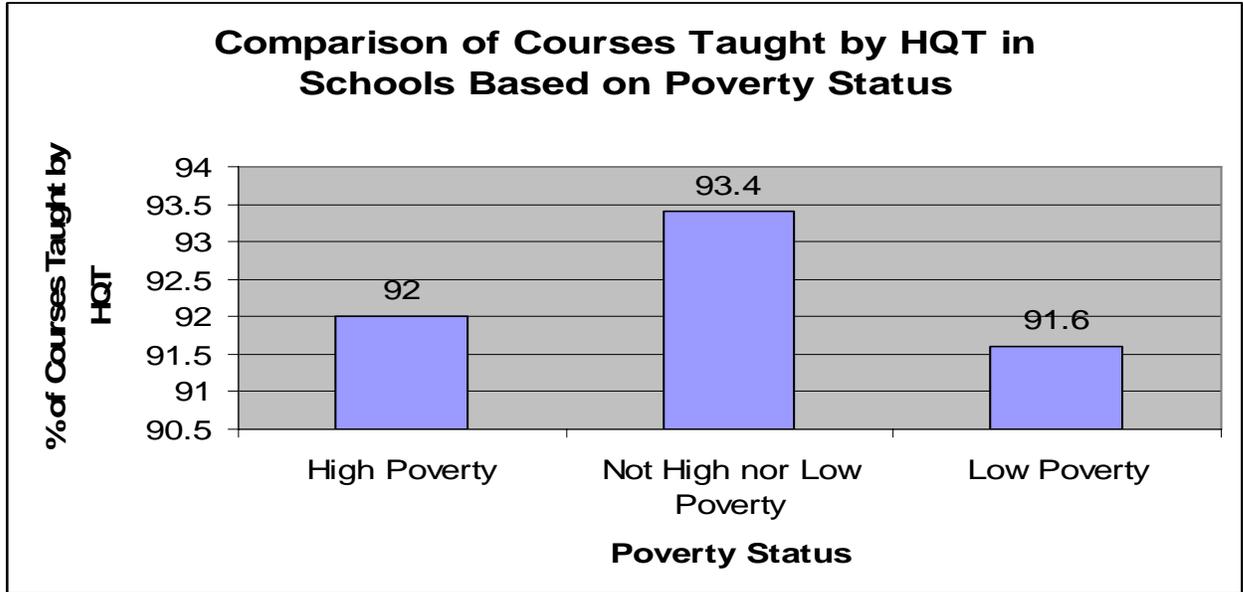
Percent of HQTs in AYP Schools Versus Non-AYP Schools

In a statewide comparison, 94.2% of core academic subjects are taught by HQTs in schools that made adequate yearly progress (AYP) in 2004-05, while 89.7% of core academic classes were taught by a HQT in schools that failed to make AYP in 2004-05. When examining the percentage of courses taught by a HQT in each core academic subject, both in schools that made AYP and in schools that did not make AYP, this percentage is consistent with the state average with the exception of economics and the foreign languages. The data show that in schools that failed to make AYP, there is a higher percentage of economics and foreign language courses that are taught by a HQT.

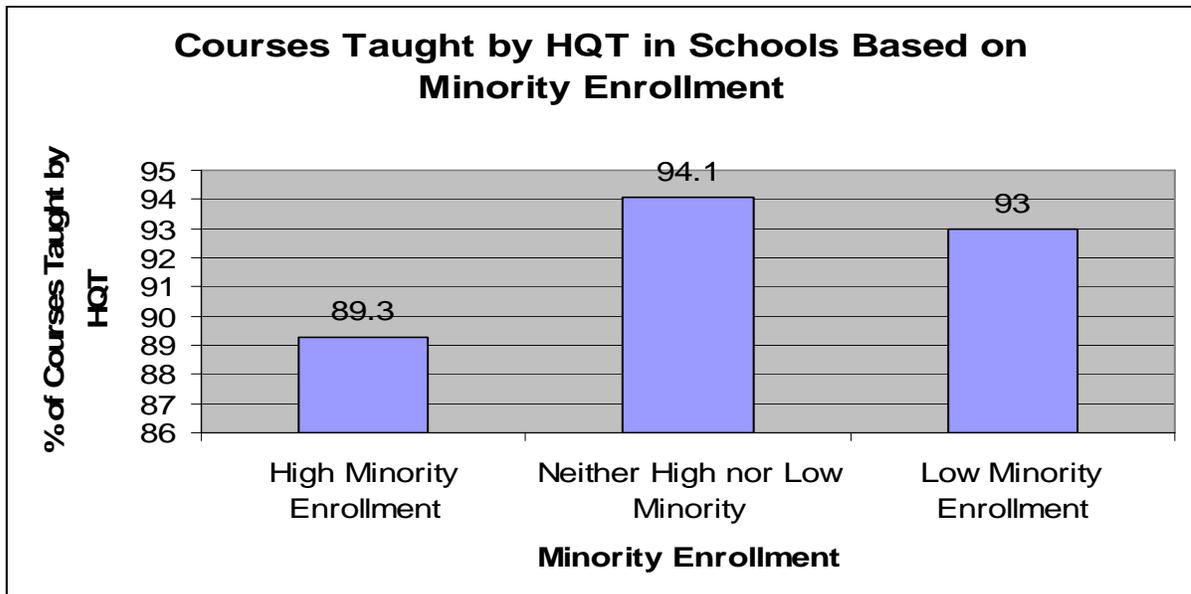


HQTs in High Poverty Versus Low Poverty Schools

To further analyze the HQT data schools were identified as high poverty, neither high nor low poverty, or low poverty to determine if discrepancies exist between the number of courses taught by a HQT in schools high in poverty versus those schools low in poverty. Section 1111(h)(1)(C)(viii) of the ESEA defines "high-poverty" schools as schools in the top quartile of poverty in the State and "low-poverty" schools as schools in the bottom quartile of poverty in the State. The state data show little difference between schools identified as high poverty (92% of courses in high poverty schools were taught by HQTs) and low poverty schools (91.6% of courses in low poverty schools were taught by HQTs). However, district data need to be analyzed further to determine differences within districts among schools.

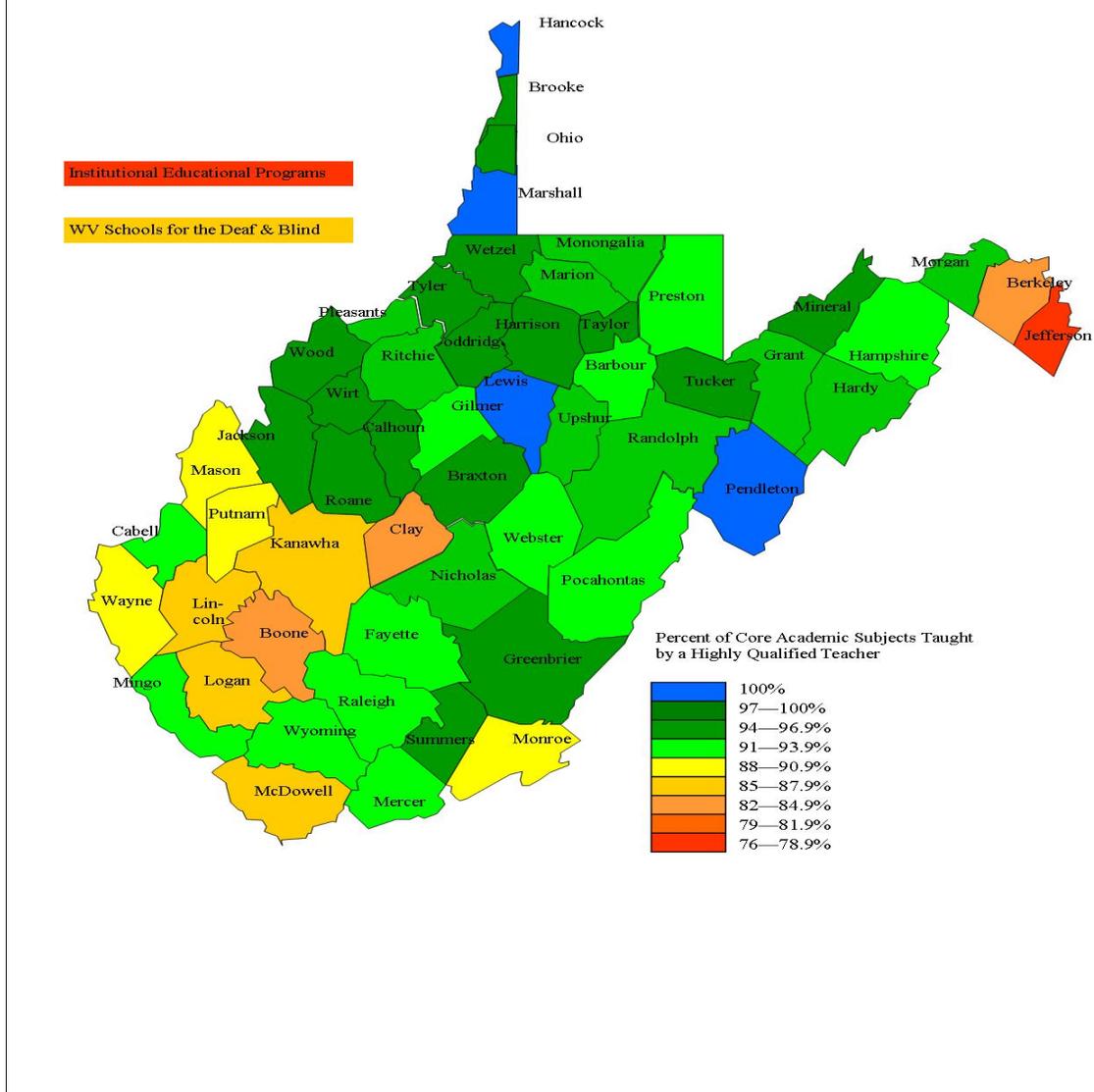


HQTs in High Minority versus Low Minority Schools



Schools were identified as: high minority enrollment; neither high nor low minority enrollment; or low minority enrollment. These categories of identification allowed the examination of any discrepancies that may exist between the number of courses taught by a HQT. Schools with a high number of minority students had a slightly lower number of courses taught by a HQT (89.2% of the courses were taught by a HQT). Schools in the middle two quartiles, neither high nor low minority, had 94.1% of the courses taught by a HQT. Schools with low minority enrollment had 93% of the courses offered taught by a HQT. Again, a closer analysis of this data is needed to determine where specific discrepancies occur.

Statewide Distribution of HQTs

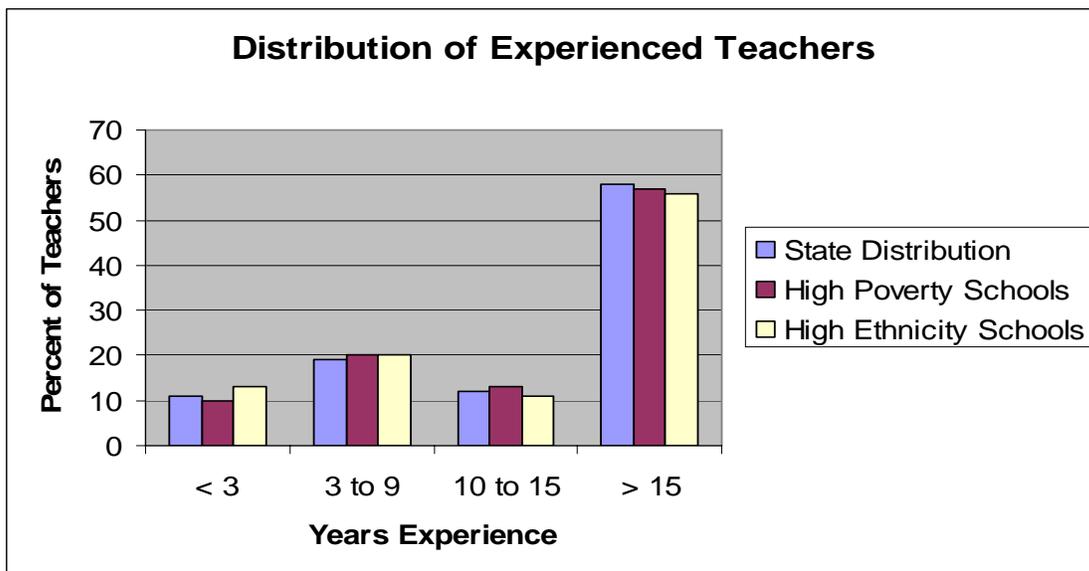


This map was prepared by using information from the district level indicating the average number of core academic subjects taught by HQTs. As expected, those counties in the eastern panhandle of the state that are currently experiencing tremendous population growth have fewer courses taught by a HQT than other areas of the state. Also, as expected, some of the southern coalfield counties have fewer courses taught by HQTs than other areas of the state. While this was expected, the problem is greater than expected in some non-rural areas of the state. A more thorough review of the data submitted to the WVDE will examine the procedures implement to report to the data to the WVDE at the local level. While the statewide system is consistent, methods of entry at the local/building level may have varied.

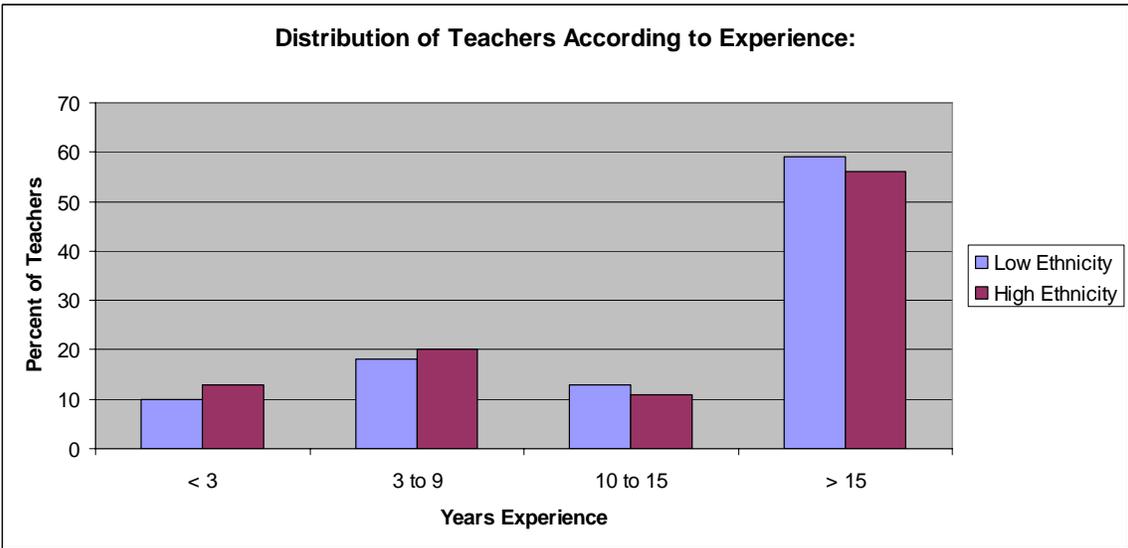
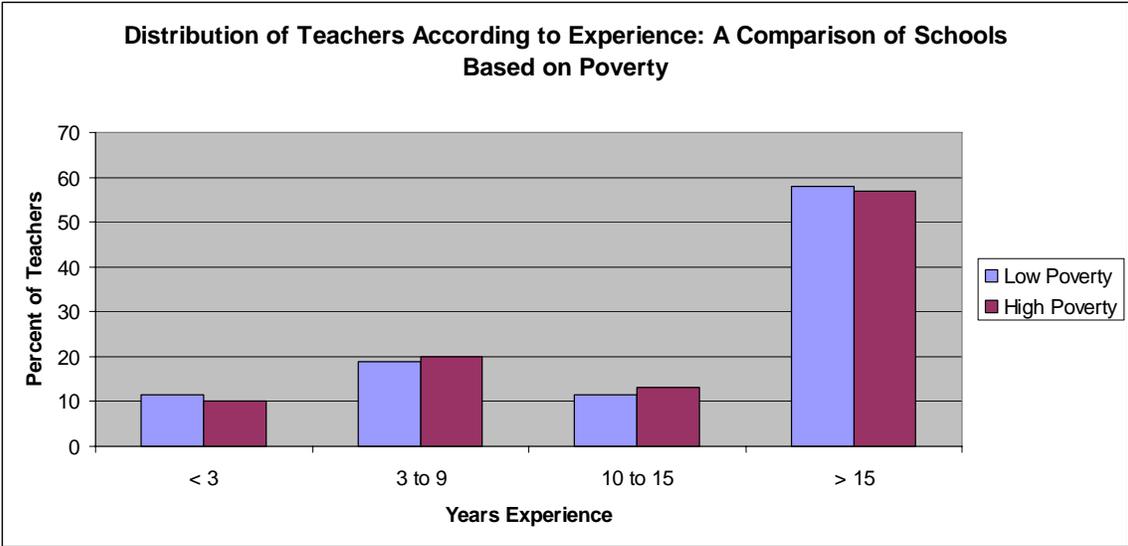
Distribution of Teachers According to Experience

An analysis of data concerning the distribution of experienced was conducted to determine if less-experienced teachers were assigned to teach in schools serving minority and impoverished students. That analysis revealed an equitable distribution of experienced teachers throughout the state, even in high minority and high poverty schools. Statewide, 11% of the workforce in 2005-06 had three or less years experience, while 19% had three to six year experience, 12% had ten to 15 years experience, and 58% of had greater than 15 years experience.

In comparison, schools high poverty schools were staffed with only 10% of teachers with less than three years experience, while high minority schools showed only a slight higher composition of teachers with less than three years experience at 13%.



To further examine the data regarding the distribution of experienced teachers, high poverty schools were compared to low poverty schools and high minority schools were compared to low minority schools. This analysis revealed that 11% of the teachers in low poverty schools had less than three years experience, while 10% of the teachers in high poverty schools had less than three years experience. In high minority schools, 13% of the teachers had less than three years experience, while 10% of the teachers in low minority schools had less than three years experience.



Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

A preliminary review of the data on the HQT status in each of the LEAs reveal that only four (4) of fifty-seven (57) West Virginia LEAs met the requirement for 100% of its core subject classes to be taught by HQT by June of 2006. At this time, the specific data identifying these LEAs is currently available for internal WVDE use only, but will be available for the public to access at the WVDE website once the data is verified by each LEA.

Each LEA that does not have 100% of its core subject classes taught by HQT must write a HQT plan within ninety (90) days of being notified that they have not met this requirement. This notification will begin in mid-September 2006. This plan must address how the LEA will ensure that this requirement will be met by June of the subsequent year. Additionally, any LEA that is identified for improvement, in addition to writing a plan, must budget and spend any required amount of funds from Title I, Title II, Title V, and/or Rural and Low Income Schools program for this purpose. In those programs with no legislated requirement for such spending the LEA will spend an amount necessary to ensure that its plan is fully implemented.

The Title I and Title II Program Review Coordinator and the Office of Professional Preparation will Review each LEA's 5-Year Plan Annual Update to determine if the LEA has analyzed its HQT data, outlined action steps that will be implemented and that are likely to lead to all core classes being taught by highly qualified teachers, and budgeted Title I, Part A, Title II, Part A, Title V, or Rural and Low Income funds at a level that matches the described action steps. Those 5 Year Plan Annual Updates that are inadequate to meet the need to provide all core classes with highly qualified teachers will be returned to the LEA for rewrite and resubmission.

LEAs that have been identified for corrective action, in addition to the requirements above, will receive technical assistance in order to write a HQT plan and incorporate it as a means of meeting the requirement to rewrite and implement the LEA five-year strategic plan,

All LEAs will receive information from the SEA about their HQT status from the analysis of the data available on the percentage of core classes taught by HQT as soon as the data are verified as accurate for publication. All LEAs will also receive technical assistance at state-sponsored conferences that will address the research about effective programs, projects and strategies that LEAs may use to address non-compliance with HQT requirements.

Those strategies identified through research, such as found in the document by Cynthia D. Prince, published by Council of Chief State School Officers, *Presenting Evidence for the probable Success of State Strategies to Ensure an Equitable Distribution of Teachers*, will be provided to LEAs in a variety of ways. The strategies will be provided to LEAs as an attachment to an email, presented at state conferences, including the conference for those LEAs identified for improvement and corrective action, and the state Title I Directors conference.

LEAs identified for improvement will receive additional technical assistance at a conference for those specific LEAs. LEAs identified for corrective action will receive on-site technical assistance from a team from the WVDE, and will have state NCLB program funds deferred until the LEA 5-year strategic plan is rewritten, including the LEA HQT plan.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and that the resources the LEAs will use to meet their HQT goals.

Technical assistance provided by the SEA to assist LEAs in successfully carrying out their HQT plans will be provided in a three-tiered approach. A more-detailed view of this technical assistance plan can be viewed at: [HQT Corrective Action Plan Draft July 2006.xls](#)

First, all LEAs will be presented with an analysis of the data available for their school district and the schools within that district. Second, all LEAs will also be presented with a document that outlines various strategies for success in increasing the number of highly qualified teachers. The West Virginia adaptation of this document, Presenting Evidence for the Probable Success of State Strategies to Ensure and Equitable Distribution of Teachers, prepared by Cynthia D. Prince, Ed. D., with the Council of Chief State School Officials (CCSSO), will identify strategies specifically chosen because of our belief these strategies will be especially effective in West Virginia to ensure that all students are taught by highly qualified teachers. Note: a plan detailing how West Virginia will provide focused, high quality professional development via the e-Learning grant is listed in the section on state equity plan partnerships and can be viewed at: [E-Learning Information.pdf](#).

Third, for the LEAs identified for improvement--in addition to the above technical assistance--there will be a WVDE-sponsored conference for the purpose of assisting LEAs and schools write plans that will ensure that all students are taught by highly qualified teachers using the strategies that are outlined in the CCSSO document. Those LEAs identified for corrective action will receive on-site assistance to rewrite their Five Year Strategic Plans, including a plan to ensure that all students are taught by highly qualified teachers using the strategies that are outlined in the CCSSO document, as well as other strategies identified in the WV State HQT Plan.

The three-tiered model of technical assistance described above targets added technical assistance in an increasing fashion to LEAs as they are targeted for improvement for longer periods of time. It is through this technical assistance that the staffing and professional development needs of schools that are not making AYP will be given high priority. Data analysis will be provided to the school level from the state's data management system, West Virginia Education Information System (WVEIS.) (See <http://wveis.k12.wv.us/nclb/pub/>.) This data will be the principal method of determining a school's HQT needs. The system of determining AYP and the targeting of schools for improvement will determine the priority schools for which staffing and professional development needs are addressed in the HQT plan for schools and school systems by the LEAs.

The programs and services used by the WVDE to assist teachers and the LEAs in successfully meeting the HQT goals are incorporated in a process the state uses that requires each LEA submit a Five-Year Strategic Improvement Plan. This plan contains annual updates and a consolidated application for NCLB, as well as plans for

implementation of other federal and state funding. In future years the HQT data will be available (electronically pre-populated) in this plan in order to be considered as a data source from which analysis leads to conclusions for development of goals and measurable objectives. For this year, the data will be presented to LEAs and schools so that they might include the analysis of HQT data in a rewrite of plans if the LEA is identified for improvement or corrective action. The process of providing technical assistance to LEAs and schools as they write these Five-Year Strategic Plans will continue annually and include information about how to address HQT issues in each LEA and school.

The three-tiered system of technical assistance as described in West Virginia's response to Requirement #2 is also a service the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals. Through state-level administration of the Title II, Part A and other NCLB programs, LEAs and schools will receive technical assistance about how to analyze data as HQT data is disseminated. Technical assistance will also be provided through Title II and other NCLB programs to help LEAs understand how other school systems in the nation and state are meeting the HQT challenge.

In response to the need to assure that all teachers meet the HQT definition, the definition of "high need district" for the Title II, Part B, Math Science Partnership (MSP) competitive grant will be changed to target MSP funds to LEAs that have not met the goal for HQT, especially those LEAs that also have not made AYP. Elements of this definition will also be used for determining awardees for the State Agency for Higher Education (SAHE) portion of Title II, Part A grants.

The needs of subgroups of teachers identified in West Virginia's response to Requirement #1 are addressed by providing an assurance that LEAs and schools include, as a priority, those subgroups for which the percentage of classes taught by HQTs is inadequate. The needs of these teachers must be addressed as LEAs' plan documents and implement their Five-Year Strategic Plans.

A description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified will be addressed through the technical assistance and administration process of the Title II, Part A and other NCLB programs that LEAs and schools will receive. This will include how to analyze data as HQT data is disseminated. Technical assistance will also be provided through Title II and other NCLB programs to help LEAs understand how other school systems in the nation and state are meeting the HQT challenge.

The definition of "high need district" for the Title II, Part B, Math Science Partnership competitive grant will be changed to target MSP funds to LEAs that have not met the goal for HQT, especially those LEAs that also have not made AYP. This definition will also be used as an element of the definition for competition for the State Agency for Higher Education (SAHE) portion of Title II, Part A grants.

The three-tier system of technical assistance as described in the state's response to Requirement #2 is also a service the SEA will provide to assure that priority will be given to available funds to assure that staffing and professional development needs of schools that are not making AYP are provided to assist teachers and LEAs in successfully

meeting HQT goals. This system is specifically designed to provide an increasing amount and intensity of technical assistance to LEAs and schools as they progress through a longer period of time in which they do not make AYP.

This entire three-tiered system of technical assistance will be clearly articulated to LEAs in a variety of ways. The technical assistance will be presented in email to county leadership team personnel that prepare the 5 year plan, to all federal programs directors from LEAs at their state conferences, to all LEA leadership teams attending the state conference for LEAs identified for improvement and corrective action and other methods. This will be accomplished prior to LEAs beginning work on their 5-year plan update for those counties identified for improvement or corrective action.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

To address how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement #2 and hold LEAs accountable for fulfilling their plans, West Virginia has a consolidated monitoring process that monitors each LEA on a three-year cycle in which each LEA is monitored for compliance with NCLB requirements. During this monitoring process the WVDE personnel participating in the monitoring check the WVEIS HQT data to ensure that it has been correctly entered and maintained. Additionally, WVDE personnel check to see that the LEA is implementing the HQT plan in fidelity with the written Five-Year Strategic Plan as approved by the WVDE.

In addition to this monitoring process, all LEAs are monitored to ensure that they have included a HQT plan as a part of the 5-year strategic plan. The school improvement process in West Virginia also monitors to see that HQT plans (as a component of the Five-Year Strategic Plan) are rewritten by those LEAs that have been identified for improvement. This process also expands to include monitoring of implementation of the HQT plan when an LEA is identified for corrective action.

The three-tier system of technical assistance as described in Requirement #2 addresses how the SEA will assist LEAs in meeting the 100% HQT requirement, especially for schools not making AYP. This three-tier system is a service the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals and is specifically designed to provide an increasing amount and intensity of technical assistance to LEAs and schools as they progress through a longer time of not meeting AYP.

If an LEA is not meeting the requirement for 100% of its classes being taught by HQT and the LEA is not meeting AYP, the LEA will be required to target its improvement issues using resources, including Title II resources. The LEA will be required to rewrite its Five-Year Strategic Improvement Plan, including an LEA HQT plan, in a manner that targets resources, including Title II resources, to solve both AYP and HQT issues in a comprehensive manner in accordance with section 2141 of NCLB. A higher level of technical assistance will be provided to LEAs identified for improvement, and an even higher level of assistance will be provide those LEAs identified for corrective action as described in the three tier technical assistance plan.

The SEA will annually collect data through WVEIS that indicates whether or not LEAs have met the 100% HQT requirement for the courses being taught. On-site monitoring by the consolidated monitoring team, and the monitoring of implementation of HQT requirements by the technical assistance team for those LEAs identified for corrective action will continue to verify whether LEAs attain 100 percent HQT in each LEA and school in terms of:

- the percentage of highly qualified teachers at each LEA and school; and
- the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?

Additionally, a data collection system will be developed which will help monitor the percentage of teachers who are receiving HQ professional development to enable teachers to become highly qualified and successful classroom teachers.

The attached plan for providing technical assistance to LEAs identified for corrective action, which is part of the three-tier approach to providing technical assistance to LEAs and is described more fully in Requirement #1 is consistent with Section 2141 of the ESEA, (See [HQT Corrective Action Plan Draft July 2006.pdf](#).)

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education teachers who are highly qualified in language arts, mathematics, or science at the time of hire.

West Virginia has completed the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year. Data were provided for each teacher by district, and by school, indicating full state certification in the core academic subject being taught, and how subject competency was documented: a) Praxis content exam; b) academic major; c) advanced credential; or d) HOUSSE.

In addition to completing HQT data collection for ALL West Virginia teachers of core academic subjects to determine the HQT status by subject, programmatic level, geographic area, and AYP, poverty and ethnicity for the 2005-06 year, West Virginia has implemented a number of measures to limit the use of the HOUSSE option for 2006-07 and beyond. West Virginia will allow time (until September 2006) for school districts to verify the accuracy of data submitted limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 year (with the exception of teachers in rural schools eligible for additional flexibility, and multi-subject special education teachers who are highly qualified in language arts, mathematics, or science at the time of hire) by implementing the following measures:

- 1) **All school districts reported any discrepancies in the data before September 15, 2006.**
- 2) **All teachers not new to the profession** who were hired prior to the end of the 2005-06 school year, who are eligible to use HOUSSE and who hold full state certification in a core academic subject as defined by NCLB, and who are assigned to teach that subject **must have exercised the HOUSSE option** and have it documented by the appropriate building/district level official **by June 1, 2006.**
- 3) **Any teacher**, not new to the profession and who was hired prior to the end of the 2005-06 school year, who holds full state certification in a core academic subject, who is eligible to use HOUSSE but who is **not currently assigned to teach that subject, may exercise the HOUSSE option** in that subject following state guidelines **during the 2006-07 school year, but no later than June 1, 2007.**
- 4) **Any teacher**, not new to the profession and who was hired prior to the end of the 2005-06 school year, who met the definition of highly qualified for the 2005-06 school year, but **who has been assigned to teach another core academic subject, and who holds full state certification in the second core academic subject, may use HOUSSE during the 2006-07 and 2007-08 school years** in order to meet the definition of highly qualified teacher.

- 5) **Any teacher**, new or not new to the profession, who holds full state certification that was granted prior to the 1996 state competency exam requirement, **may demonstrate subject competency** and meet the requirements for highly qualified teacher **by completing the state competency exam (Praxis II)** in the area of licensure and scoring at or above the state minimum required score.
- 6) **A significant number of school districts are requiring new employees who do not meet the definition of highly qualified to enroll in an appropriate alternative route to certification as a condition of employment,**
- 7) **Alternative routes to certification** have been developed and implemented that provide focused professional development/coursework, technical assistance and support **for those teachers** who are **assigned to teach in core academic subjects for which they do not meet the definition of highly qualified** (many of whom are in hard-to-staff areas—See color-coded map of WV with HQT percentages for each district). Cooperative agreements will be developed with Regional Education Service Agencies (RESAs), the WV Center for Professional Development (WVCPD) and Institutions of Higher Education (IHEs) for alternative routes to certification in response to specific district/school data that reveal a high percentage of non-HQTs in specific subjects and geographic areas. (More information about these proposed alternative routes to certification can be found in the response to Requirement #4.) Five alternative certification models that are currently implemented include: (See more detailed information at the WVDE website at: <http://wvde.state.wv.us/certification/educator/alternative/summary.html>)

a. RESA-sponsored Alternative Routes for General Educators

- i. Regional Education Service Agencies (RESAs) are authorized by W. Va. Code to sponsor alternative routes to certification for general educators in areas of shortage. Admission requirements include, but are not limited to, possession of the minimum of a bachelor's degree from a regionally accredited institution of higher education in the content area for which the individual is seeking licensure; passage of the WVBE-required subject matter test in the area for which licensure is sought; and employment by a West Virginia county school system in an area of critical need and shortage.
- ii. Such alternative routes consist of a minimum of 18 semester hours of instruction in the areas of student assessment; development and learning; curriculum; classroom management; the use of educational computers and technology; and special education and diversity. All programs must contain a minimum of three semester hours of coursework in special education and diversity. In addition to coursework, individuals enrolled in an alternative route to certification for general educators must successfully complete three phases of training which consist of intensive on-the-job supervision by a professional support team.

- iii. Individuals must complete such alternative routes to certification within a three year time period. In order to convert from an alternative teaching certificate to a professional teaching certificate, individuals must successfully complete all coursework and phases of training requirements; pass the WVBE-required Principles of Learning and Teaching exam; have successful evaluations from their school principals; and receive the recommendation of the employing West Virginia county school system superintendent.

b. RESA-sponsored Alternative Routes for Special Educators

- i. Regional Education Service Agencies (RESAs) are authorized by W. Va. Code to sponsor alternative routes to certification for special educators in areas of shortage. Such alternative routes consist of a minimum of 18 semester hours of coursework which includes: teaching reading (six semester hours); research-based mathematics strategies (three semester hours); introduction to special education and legal foundations (three to six semester hours); early intervention strategies (three semester hours); and consultation, developing IEPs using West Virginia Content Standards and Objectives, differentiation of instruction, and Positive Behavior Interventions and Supports (woven throughout the program). Professional development is to be used to the maximum extent practicable to provide these teachers with the skills to assure that they are highly effective teachers.
- ii. Individuals must complete such alternative routes to certification within a three year time period. In order to convert from an alternative teaching certificate to a professional teaching certificate, individuals must successfully complete all coursework requirements; pass the WVBE-required subject matter test in the area of licensure being sought and the Principles of Learning and Teaching exam; and receive the recommendation of the employing West Virginia county school system superintendent.

c. IHE-sponsored Alternative Routes for General Educators

- i. Institutions of higher education are authorized by W. Va. Code to sponsor alternative routes to certification for general educators in areas of shortage. Admission requirements include, but are not limited to, possession of the minimum of a bachelor's degree from a regionally accredited institution of higher education in the content area for which the individual is seeking licensure; passage of the WVBE-required subject matter test in the area for which licensure is sought; and employment by a West Virginia county school system in an area of critical need and shortage.
- ii. Such alternative routes consist of a minimum of 18 semester hours of instruction in the areas of student assessment; development and learning; curriculum; classroom management; the use of

educational computers and technology; and special education and diversity. All programs must contain a minimum of three semester hours of coursework in special education and diversity. In addition to coursework, individuals enrolled in an alternative route to certification for general educators must successfully complete three phases of training which consist of intensive on-the-job supervision by a professional support team.

- iii. Individuals must complete such alternative routes to certification within a three year time period. In order to convert from an alternative teaching certificate to a professional teaching certificate, individuals must successfully complete all coursework and phases of training requirements; pass the WVBE-required Principles of Learning and Teaching exam; have successful evaluations from their school principals; and receive the recommendation of the employing West Virginia county school system superintendent.

d. IHE-sponsored Alternative Routes for Special Educators

- i. Institutions of higher education are authorized by W. Va. Code to sponsor alternative routes to certification for special educators in areas of shortage. Such alternative routes consist of a minimum of 18 semester hours of coursework which includes: teaching reading (six semester hours); research-based mathematics strategies (three semester hours); introduction to special education and legal foundations (three to six semester hours); early intervention strategies (three semester hours); and consultation, developing IEPs using West Virginia Content Standards and Objectives, differentiation of instruction, and Positive Behavior Interventions and Supports (woven throughout the program).
- ii. Individuals must complete such alternative routes to certification within a three year time period. In order to convert from an alternative teaching certificate to a professional teaching certificate, individuals must successfully complete all coursework requirements; pass the WVBE-required subject matter test in the area of licensure being sought and the Principles of Learning and Teaching exam; and receive the recommendation of the employing West Virginia county school system superintendent.

e. WVDE-sponsored Alternative Route for Special Educators (This alternative route leads to a Restricted Content Endorsement state certification that meets the definition of highly qualified.)

- i. The West Virginia Department of Education sponsors an alternative route to certification for licensed special educators in West Virginia to obtain restricted content endorsements in the areas of biology, English, general science, mathematics and social studies.

- ii. Each endorsement requires the completion of 21 semester hours of coursework in specifically identified areas pertinent to each endorsement. The 21 semester hours of coursework fulfill the minimum state requirements for an academic major, defined as 21 semester hours.

f. West Virginia Board of Education Policies to Assure That All Teacher Education Graduates Meet the HQT Definition

i. Academic Major

1. WVBE Policy 5100 requires secondary-level teacher preparation programs (those that include grades 10-12) in the areas of biology, business education, chemistry, English, French, German, Japanese, general science, mathematics, physics, Russian, Spanish and social studies to contain the equivalent of the corresponding major at their respective institutions in terms of academic rigor and credit hours completed in the content area. The number of credit hours in the identified content areas shall not be less than 36. Since baccalaureate programs do not exist at the state's institutions in business education, general science and social studies, preparation programs in these areas must have a minimum of 48 semester hours in the content area.
2. Subject-area majors are also required for any secondary-level teacher preparation program (those that include grades 10-12) not previously identified. Subject-area major is defined as 30 semester hours in the content area.

ii. Content Tests

1. Individuals seeking licensure in West Virginia must pass the WVBE-required subject matter test(s) in each area of licensure being sought. The WVBE utilizes the Praxis II series exams as its subject matter tests.
2. Cut scores are periodically reviewed to ensure they are at the level appropriate for the state. Currently, the WVDE is working with ETS to review the WVBE-required cut scores of 23 subject matter tests.

iii. Special Education Requirements for All Educators

1. All WVBE-approved teacher preparation programs must contain a minimum of six semester hours in special education which include a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, and the effective and efficient use of consultation.

2. The coursework must also address differentiation of instruction for diverse learners.

iv. Special Education Specializations

1. Individuals admitted to teacher preparation programs in autism, behavior disorders, mental impairments (mild/moderate), multi-categorical and specific learning disabilities must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate.
2. Individuals who complete an early childhood or elementary education specialization in conjunction with one or more of the special education specializations previously identified receive their special education specialization(s) for the K-6 programmatic level.
3. Individuals who complete one or more of the secondary specializations identified above with one or more of the special education specialization(s) previously identified receive their special education specialization(s) for the 5-Adult programmatic level.
4. If individuals do not hold any of the content endorsements identified above, they must complete a restricted content endorsement offered through the WVDE in biology, English, general science, mathematics and/or social studies in conjunction with the special education 5-Adult program.
5. In addition to meeting the requirements of the Council for Exceptional Children, programs in high-incidence disability areas must also include coursework in teaching reading (six semester hours), research-based mathematics strategies (three semester hours), consultation, developing IEPS with West Virginia Content Standards and Objectives, differentiation of instruction and Positive Behavior Interventions and Supports.
6. In addition to meeting the requirements of the Council for Exceptional Children, programs in deaf and hard of hearing and visually impaired must also include coursework in research-based mathematics strategies (three semester hours), consultation, developing IEPS with West Virginia Content Standards and Objectives,

**differentiation of instruction, literacy development and
Positive Behavior Interventions and Supports.**

NOTE: *Of the 19,316 teachers in the state, approximately 2,500 of them are certified in a core academic that they were not assigned to teach during the 2005-06 school year. This number excludes elementary teachers who do not hold a certification in a core academic subject at middle or secondary level who may be assigned to teach a core academic subject at the elementary level that is different from their assignment during the 2005-06 school year. However, the large majority of teachers assigned to teach at the elementary level teach several core academic subjects in self-contained classrooms.*

Additionally, there may be some instances in which special education were teaching two or core academic subjects and relied upon HOUSSE to demonstrate subject matter competence in those areas, but may be assigned to teach different core academic subjects in subsequent years. Therefore, those individuals would rely upon the HOUSSE option to demonstrate subject matter competence.

However, should the option to use HOUSSE be removed upon the reauthorization of the Elementary and Secondary Schools Act, the WVDE will have options available to teachers to demonstrate subject matter competence. As previously mentioned, WV already has in place options such as an academic major, an advanced credential, or meeting the passing score on the appropriate Praxis II exam required for certification in the core academic subject. In addition, the WVDE is currently exploring programs for teachers that would lead to an advanced credential. Those may include, but not be limited, packages of coursework delivered through and institution of higher education along with job-embedded professional development approved by the WVDE in specific content areas.

Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

**West Virginia Department of Education
Highly Qualified Teacher State Equity Plan:
Providing Assurance of the Equitable Distribution of HQTs for ALL Students
June 2006**

A review of West Virginia’s HQT data reveal a number findings reflecting inequities regarding the equal distribution of HQTs in schools/districts that are non-AYP, high poverty, high minority, etc. While these inequities do not appear to be ones that cannot be overcome, some of the related HQT factors indicate a need for change in the overall state philosophy underlying initiatives to address student deficiencies. West Virginia’s State Equity Plan addresses the discrepancies identified in the data as described in the response to Requirement #1 of this document. West Virginia’s Equity Plan also incorporates information from a guidance document provided by Cindy Prince, CCSSO, titled “Presenting Evidence for the Probable Success of State Strategies to Ensure an Equitable Distribution of Teachers,” June 2006. The West Virginia State Equity Plan is focused on four basic strategies:

- 1. Build a new pipeline of teachers**
- 2. Redistribute existing teachers**
- 3. Approve the knowledge, skills, and training of teachers already working in high-need schools so that they become highly effective**
- 4. Improve working conditions that cause teachers to avoid or leave these schools**

FINDING:

- I. 94.2% of core academic subjects are taught by HQTs in schools that made adequate yearly progress (AYP) in 2004-05, while 89.7% of core academic classes were taught by a HQT in schools that failed to make AYP in 2004-05.

STATE STRATEGY:

1. Schools that failed to make AYP in 2004-05 and 2005-06 must document in state-required Title I, Title II and district strategic plans how funds will be used to target programs to increase the number of HQTs.
2. State-controlled “takeover” districts will not be permitted to employ persons who do not meet the definition of highly qualified.
3. Persons employed at the state level (e.g., Closing the Achievement Gap Liaisons—“CAG Liaisons” and other WVDE technical assistance teams identified elsewhere in this state plan) will focus on sub-groups identified as low-performing and non-AYP. These teams will work with individuals

trained in the area of teacher certification alternatives to reduce the discrepancy between the percentage of HQTs in non-AYP schools vs. the percentage of HQTs in AYP schools by using professional development, National Board Certification and alternative routes to certification.

FINDING:

- II. The data show little difference between schools identified as high poverty (92% of courses in high poverty schools were taught by HQTs) and low poverty schools (91.6% of courses in low poverty schools were taught by HQTs).

STATE STRATEGY:

1. Schools identified as high poverty will be evaluated at both the state and district levels in terms of the priority placed on using federal Title I and II funds to assure that teachers who do not meet the definition of highly qualified are immediately enrolled in programs that result in highly qualified teacher status.
2. Schools identified as high poverty will not be permitted to employ persons who do not meet the definition of highly qualified.
3. Persons employed at the state level (e.g., Closing the Achievement Gap Liaisons—“CAG Liaisons” and other WVDE technical assistance teams identified elsewhere in this state plan) will focus on sub-groups identified as low-performing and non-AYP. These teams will work with individuals trained in the area of teacher certification alternatives to reduce the discrepancy between the percentage of HQTs in non-AYP schools vs. the percentage of HQTs in AYP schools by using professional development, National Board Certification and alternative routes to certification.

FINDING:

- III. Schools with a high number of minority students had a lower number of courses taught by a HQT (89.2% of the courses were taught by a HQT). Schools in the middle two quartiles, neither high nor low minority, had 94.1% of the courses taught by a HQT. Schools with low minority enrollment had 93% of the courses offered taught by a HQT.

STATE STRATEGY:

1. Schools identified as high minority will be evaluated at both the state and district levels in terms of the priority placed on using federal Title I and II funds to assure that teachers who do not meet the definition of highly qualified are immediately enrolled in programs that result in highly qualified teacher status.
2. Schools identified as high minority will not be permitted to employ persons who do not meet the definition of highly qualified.

3. Persons employed at the state level (e.g., Closing the Achievement Gap Liaisons—“CAG Liaisons” and other WVDE technical assistance teams identified elsewhere in this state plan) will focus on sub-groups identified as low-performing and non-AYP. These teams will work with individuals trained in the area of teacher certification alternatives to reduce the discrepancy between the percentage of HQTs in non-AYP schools vs. the percentage of HQTs in AYP schools by using professional development, National Board Certification and alternative routes to certification.

FINDING:

- IV. The WVEIS data collection system does not currently have a mechanism for tracking teachers as they change teaching positions within the state. Therefore, the WVDE cannot determine patterns in teacher distribution.

STATE STRATEGY:

1. The WVEIS data management system already issues a unique identifier to each of the state’s educators, each LEA, and each school. Each paid position has also been given a numeric code for identification purposes. In addition, the WVDE already monitors the experience level of each educator. However, the WVDE must develop a system of monitoring shifts in the workforce.
2. Developing this system will allow the WVDE and an LEA to track teachers to ensure an inequitable number of inexperienced teachers are not employed in high minority and high poverty schools and schools that failed to make AYP.
 - i. In addition to the data collected in 2005-06 regarding the distribution of highly qualified teachers, the WVDE must also report on the average of the number of years of experience of the teachers of core academics.
 - ii. Such data will allow the WVDE and the LEA to determine employment trends and put into place targeted plans to ensure an equitable distribution of highly qualified teachers.

The following chart identifies programs, projects and activities currently in place in West Virginia that help assure the probable success of meeting the goal of having 100% of the state’s teachers meet the definition of highly qualified:

FINDING:

- V. A review of the data shows that less than 11% of West Virginia’s total teaching workforce is comprised of teachers with less than three years of experience. For West Virginia, this means that approximately 2080 out of a workforce of 19,316 have less than three years of experience. Although the number of inexperienced teachers is low statewide, West Virginia is committed to implementing strategies that assure the

equitable distribution of inexperienced teachers in areas of high poverty, high minority and those not making AYP.

STATE STRATEGY:

A district or a school (with high poverty and/or high minority and/or failure to make AYP) that has a high percentage of inexperienced teachers would be defined as a hard-to-staff school and would be required to utilize the following strategies in filling any vacant positions in order to ensure that this hard-to-staff position is filled by a highly qualified teacher:

- the applicant must meet the HQT definition;
- the applicant must have at least three years of teaching experience;
- the position will include a laptop and whiteboard to assist the teacher in the development of lessons that integrate technology and illustrate 21st century teaching and learning;
- the applicant will receive (at no/minimal cost) 80 clock hours of face-to-face and/or on-line professional development to provide support for the specific AYP or other performance issues;
- the applicant will receive a \$2500 annual bonus each year for three years with a signed commitment to remain in the position for a minimum of three years. (A payback plan would be outlined, should the teacher leave the position.)
- the applicant will be scheduled with additional planning time to allow collaboration with colleagues.
- the applicant will be assigned an academic coach during the first year of the three-year period

Partnerships for State Teacher Equity Plans

Name of Program/Initiative	Additional Information
<p>Federal Perkins Loan Teacher Cancellation</p> <p>The Perkins Loan cancels 100% of federal Perkins loans for teachers who work for a full academic year in a low-income school. (Teachers of hard-to-fill subjects such as special ed, math, science, bilingual education, and foreign languages are also eligible for loan cancellation.)</p>	<p>http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying</p>
<p>USDE-Funded Mathematics and Science Partnerships, Title II, Part B</p> <p>The U.S. Department of Education’s Mathematics and Science Partnerships (MSP) program is administered by the Academic Improvement and Teacher Quality Program (AITQ) in the Office of Elementary and Secondary Education (OESE) under the No Child Left Behind Act of 2001, Title II, Part B. The MSP supports partnerships between the mathematics, science, and/or engineering faculty of institutions of higher</p>	<p>http://www.ed- msp.net/protected/overview.jsp?.lat</p>

<p>education and high need school districts. Other partners may include schools of education, business, and nonprofit organizations. The program’s goal is to increase student achievement through increasing teachers’ content knowledge and pedagogical skills.</p>	
<p>Beginning Educator Internship Program WV Code §18A-3-2b and WVBE Policy 5900 outline these requirements for the Beginning Teacher Mentorship Program:</p> <p>All teachers shall participate in this year-long mentorship program. Trained mentors are paid a \$600 stipend for mentoring new teachers. In-service professional development must be offered through the WV CPD for mentors and new teachers. WVDE will pilot mentorship “best practices” in hard-to-staff areas of the state in 2006-07. Targeted training and technical assistance will be used to assist the LEA and school in retaining highly qualified educators.</p>	<p>http://wvde.state.wv.us/policies/p5900.html</p>
<p>E-Learning for Educators Grant</p> <p>The WV E-Learning for Educators web-based professional development initiative is a result of a USDE grant to the WVDE and West Virginia Public Broadcasting from the ‘Ready to Teach’ program. This technology initiative’s mission is to provide a successful, sustainable program to address state-wide teacher quality needs via Internet-based professional development courses for teachers.</p> <p>The key factors driving the need for this initiative are addressing the needs of students in high-poverty, low-achieving schools and increasing access to high quality professional development programs. The e-Learning for Educators initiative will help WV meet this critical requirement for improving student achievement through providing high quality professional development content and support as they build their capacity to implement programs to meet teacher quality requirements. Professional development programs will focus on the core academic subjects in which a low percentage of courses are taught by a HQT.</p>	<p>http://virtualschool.k12.wv.us/spanish/EfE/EfE.htm</p> <p>e-learning information.pdf</p>
<p>USDE Teacher Incentive Fund</p> <p>The Teacher Incentive Fund supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need</p>	<p>http://www.ed.gov/programs/teacher_incentive/index.html</p>

<p>schools.</p> <p>The goals of this program include:</p> <ul style="list-style-type: none"> • 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>(WV is submitting an application for funding for a grant proposal for a teacher compensation system for the state’s high need schools.)</p>	
<p>“Grow Your Own” Program</p> <p>WV is exploring options for private funding for programs that will allow the early identification of prospective teacher education candidates—a program that will “grow” them through the IHE teacher preparation program with a commitment to work in a difficult-to-staff area in the state.</p> <p>WV’s GYO Program includes licensure tiers for teachers that are professional development pathways in addition to the traditional salary classifications of BA+15, etc.</p>	<p>Grow Your OwnGraphicJuly2006.pdf</p> <p>Grown Your Own Program Description July 2006.pdf</p>
<p>Tuition Reimbursement Program</p> <p>Under W.Va. Code §18A-3-3a, reimbursement is provided to teachers for courses completed toward an additional endorsement in a shortage area. An eligible applicant must hold a professional teaching, service or administrative certificate or its equivalent and be seeking an additional endorsement in a verified shortage area. Reimbursement for shortage area coursework is available currently for an unlimited number of semester hours completed.</p>	<p>See W. Va. Code §18A-3-3a and/or WVBE Policy 5202, Section 23.1</p>
<p>National Board for Professional Teaching Standards</p> <p>Under W.Va. Code §18A-4-2a, classroom teachers in the public schools of West Virginia are encouraged to achieve national board certification from the National</p>	<p>See W.Va. Code §18A-4-2a and/or WVBE Policy 5202, Section 23.3</p>

<p>Board for Professional Teaching Standards (NBPTS) through a reimbursement of expenses and through an annual salary supplement which reflects their additional certification. Currently, one-half (1/2) of the board certification fee is reimbursed upon verification of enrollment, and the remaining one-half (1/2) is reimbursed upon verification of ten (10) scorable entries. Also, reimbursement of up to \$600.00 in extra expenses incurred during the board certification process is available. Additionally, upon proof of board certification, an annual state salary supplement of \$2500.00 is available to West Virginia public school classroom teachers for the life of the board certification.</p> <p>Under West Virginia Senate Bill 783, board certification fee reimbursement and an annual salary supplement are provided to recognize and reward professional school counselors, audiologists and speech-language pathologists who hold advanced certification by their recognized board certification agencies. An annual salary supplement of \$2500.00 is available for the life of the board certification, as long as employment in the West Virginia public school system is verified. Additionally, up to \$600.00 in board certification fee reimbursement is available.</p>	
<p>Troops-to-Teachers Program</p> <p>On-going efforts are exerted to inform and recruit current and exiting military members who qualify for support or financial assistance available through the national Troops to Teachers (TTT) program. Such efforts include the creation of a state webpage with links to WV teacher certification requirements, TTT program information, TTT self-determination of program eligibility, and many other relevant websites. In addition, the WVDE is a collaborating partner with the WV National Guard in an effort to coordinate and maximize resources to grow this program across the state.</p> <p>WVDE provides the TTT program as a commitment to encouraging and recruiting individuals who have demonstrated academic and leadership qualities needed to prepare our learners for the world of today and the future. This program is provided by the WVDE with no financial support from the national TTT program.</p>	<p>See WVDE website info at http://wvde.state.wv.us/certification/troops/</p>
<p>21st Century Skills for All WV Educators</p>	

This workshop is designed to familiarize ALL WV educators with the Partnership for 21st Century Skills and strategies for implementing 21st century skills, tools and assessments in their classrooms. This online workshop will enable participants to:

- Learn about the Framework for Learning in the 21st Century;
- Examine the educational experiences of digital immigrants and the needs of digital natives;
- Explore ways in which 21st century skills, tools and assessments may be implemented to enhance the content in which the teacher is assigned;
- Develop a personal plan for continued professional development.

In the first session, participants will learn about WV's focus on 21st century learning through the identification of skills, tools and assessments necessary to deliver instruction in the content areas to prepare students for their future. Information and Communication Literacy (ICT) maps provided in this session will enable participants to gain concrete examples of how ICT Literacy can be integrated into core subjects, while making the teaching and learning of core subjects more relevant to the demands of the 21st century. In Session 2, participants will examine the needs of 21st century students and view classroom instruction that prepares students for their changing world. Participants will complete a survey addressing the characteristics of a school preparing students to succeed in the 21st century. In Session 3, participants will review professional development standards and plan for continued personal professional development addressing the skills, tools and assessments necessary to deliver relevant instruction for the 21st century student.

Participants will use the template to pre-plan their 21st Century high quality professional development activities. High quality professional development offerings will be listed with descriptions for all WV educators. The template is web-based and may be printed upon completion.