



West Virginia DEPARTMENT OF
EDUCATION

Educator Preparation Task Force

WV Higher Education Policy Commission
West Virginia Department of Education

West Virginia Board of Education Meeting

January 12, 2022

WVBE Goal # 4 (2021 Strategic Plan)

Expand the Number of Highly-Qualified Educators and Leaders

Elevate Educator Preparation, Recruitment, Retention, and Professional Learning

- Research and implement effective educator recruitment strategies, such as **multiple pathways** to teacher licensure
- Collaborate with Institutions of Higher Education
- Invest in professional learning opportunities for educators and leaders

Rational for Educator Preparation Task Force

- **LPI report** commissioned by WVDE in 2019
- **Goal:** Build **educator preparation systems** to **support learning** by producing educators **content knowledge** and **pedagogy skills**.

Recommendations from LPI Report

- **Strengths-**

- Residency Model
- NBPTS Support
 - Total NBCTs – 25th in nation
 - Percentage NBCTs (per capita) – 13th (5.87%)

- **Gaps** include:

- Data collection for continuous improvement
- Recruiting fully certified teachers
- Robust induction

Springboard for Educator Preparation Task Force

Baseline for Task Force Work

- WVDE conducted nation-wide survey
- 23 states' educator preparation programs provided data around **recruitment strategies, recruiting windows, statewide plan of distribution for EPPs, and EPP protocols**
- Consultation with LPI, SREB, Region 5 Comprehensive Center, Hanover

WVHEPC/WVDE

Educator Preparation Task Force

- Convened November 2020 ***to clearly define and address the multifaceted challenges that face teacher preparation in West Virginia***
- Wide stakeholder representation– page16
- Timeline – page 18
- Research - to establish baseline
- 3 subcommittees
 - ***Recruitment***
 - ***Quality and effectiveness of teacher preparation***
 - ***Innovation in teacher preparation***

Subcommittee Protocol

- **Root cause** analysis
- **Problem statement** and **contributing factors**
- **Validate** with research
- **Prioritize** factors to address
- **Articulate** a **theory of improvement**
- Brainstorm **activities** and **strategies**
- **Engage stakeholders** to capture **feedback**, identify additional **resources**, and examine various **perspectives**

Educator Preparation Task Force Report Identified Challenges

1. Marketing campaign
2. **Costs**
3. Licensure testing
4. **Induction** and **mentoring**
5. Data

“Tell our Story”

PUBLIC SCHOOL TEACHER



What my friends think I do.



What my parents think I do.



What students think I do.



What society thinks I do.



What I think I do.



What I really do.



Challenge # 1: Multi-channel marketing campaign

- Develop ***campaign with partners***
 - Audience –focused
 - Research-aligned
 - Needs-based
- ***Develop job-search*** and ***application efficiencies***

Challenge # 2:

Costs associated with teacher preparation and licensure

- **Incentivize** *grow your own programs* that offset preparation costs
 - Grow Your Own West Virginia Pilot
- **Reduce or eliminate licensure examination costs** for a nationally normed teacher performance assessment.

Example: Support for Resident Teachers

WVDE Support

- \$2000 stipend for Residency 2 students
- Sustainable funds for teacher residents
- Tuition reimbursement

• County Support

- Permit Residency 2 students to substitute one day per week in their host school
- Title II funds to supplement WVDE stipend funds
- Partner with IHEs to place resident students

Challenge # 3: Barriers created by teacher licensure testing

- Add **flexibility** in Elementary Praxis II exam to include the Content Knowledge of Teaching (CKT) test, which integrates content and pedagogy.
- **Explore provisional level of teacher licensure** to allow struggling candidates to pass the Praxis II.
- **Review Praxis exam qualifying score requirements.**

Challenge # 4

Beginning teacher access to consistent, high-quality induction and mentoring programs

- **Collect data about current induction and mentoring programs and policies** in use across the state
- **Alignment of induction and mentoring with current teaching standards** and other human capital practice areas
- Evaluate state policies to provide **evidence-based minimum induction and mentoring requirements** while offering broad flexibility in program design

Challenge # 5

Comprehensive source of data on teacher preparation, recruitment, and retention

- Generate a **supply and demand report** to identify specific needs and inform corresponding **interventions**
- Develop online, **single-platform dashboard** that displays **educator support and demand and EPP performance**

Next Steps

- Enter a **3-year Implementation Phase**
- Evaluate the **priority tasks** from the report
- Expand **stakeholder group** and establish collaborative **partnerships**
- Implement **interventions** and/or **recommendations** that lead to improvement
- Monitor progress

