

Preparing West Virginia's Teachers: Opportunities in Teacher Licensure and Program Approval

Recommendations to Support Quality Preparation Across West Virginia

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West Virginia DEPARTMENT OF
EDUCATION

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Executive Summary

Goal: The primary goal of this report is to consider how to build educator preparation systems to support learning that is equitable and accessible to all students. Creating policy frameworks that support and incentivize the teaching profession is the key to producing educators who possess both deep content knowledge and developed pedagogy skills.

Strengths: This report pinpoints some strong policies and practices that support the recruitment and retention of teachers, including the implementation of the West Virginia Residency Model, strong support for National Board Certification, and performance assessments.

Gaps: However, notable gaps are also identified that undercut teacher preparation and retention including teachers entering the profession who are not fully certified and fully prepared, and the elimination of required training for teacher mentors.

Recommendations: This report makes six recommendations to optimize opportunities for West Virginia to build a sustainable workforce, formalize its commitment to the social, emotional, and academic development of students, and ensure that standards for teaching shape the preparation, instruction, and practice of teachers across the state.

- » **Recommendation 1:** Revise the West Virginia Professional Teaching Standards so that they reflect current knowledge about how to support student learning and development
- » **Recommendation 2:** Ensure that teacher performance assessments serve as good reflections of West Virginia's standards for teaching in action and inform program improvement.
- » **Recommendation 3:** Strengthen clinical training by supporting productive teacher residencies in professional development schools for all candidates.
- » **Recommendation 4:** Support continuous improvement for programs through improvements in accreditation and data use.
- » **Recommendation 5:** Strengthen and expand efforts to address persistent shortages in specific content areas and geographic locations across the state.
- » **Recommendation 6:** Strengthen induction to support teacher effectiveness and retention, especially in hard-to-staff schools.

Actions to Date: Each recommendation provides West Virginia Department of Education (WVDE) Actions to Date, Additional Information, and Timeline for Completion.

Next Steps: Each recommendation provides WVDE Future Actions, Additional Information, and Timeline for Completion.

Recommendation 1

Review the West Virginia Professional Teaching Standards so that they reflect the current knowledge about how to support student learning and development.

WVDE Actions to Date	Additional Information	Timeline for Completion
<p>The Office of Teaching and Learning developed Student Success Standards for grades K-12 which are integrated throughout the curriculum per WVBE Policy 2520.19</p>	<ul style="list-style-type: none"> » K-5 - Focusing on students' social and emotional development to lay the foundation for all learning » 6-12 - Preparing students for a wide range of high-quality post-secondary opportunities focusing on academic, career, social and emotional development, and global citizenship 	<p>2017</p>
<p>The Office of Teaching and Learning developed Crosswalks between the Student Success Standards and content areas</p>	<ul style="list-style-type: none"> » K-12 » Content areas of ELA, Mathematics, Social Studies, Science Wellness, and The Arts 	<p>2018</p>
<p>Policy revisions to require professional learning in trauma-informed and social emotional best practices</p>	<ul style="list-style-type: none"> » WVBE Policy 5100 » WVBE Policy 5202 » WVBE Policy 5901 	<p>2020-2021</p>
WVDE Future Actions	Additional Information	Projected Timeline for Completion
<p>Update and reframe the WV Professional Teaching Standards to better reflect the knowledge, skills, and dispositions needed for teachers to integrate current practices reflected in the Science of Learning and Development (SoLD)</p>	<ul style="list-style-type: none"> » Collaborate with WVDE Teaching and Learning and Student Support & Well-being Services » Collaborate with the MU Behavior Health / Technical Assistance Center 	<p>2022</p>
<p>As a state agency, prepare for future legislation by evaluating all current standards for evidence of trauma informed practices and focuses on mental health support</p>	<ul style="list-style-type: none"> » Legislation was introduced in WV 2021 session requiring the implementation of trauma-informed practices in schools 	<p>2021-2022</p>
<p>Policy revisions to include trauma-informed and social emotional best practices in the West Virginia Professional Teaching Standards</p>	<ul style="list-style-type: none"> » WVBE Policy 5310 » WVBE Policy 5901 	<p>Summer 2021</p>

Recommendation 2

Ensure that teacher performance assessments serve as good reflections of West Virginia’s standards for teaching in action and inform program improvement.

WVDE Actions to Date	Additional Information	Timeline for Completion
WVDE does not collect institutional performance assessment data	» Institutions collect and utilize data to independently make changes to their programs to improve their clinical students’ performances in the classroom	Unique to institution
WV Content Area Program Approval (WV-CAPA)	» Institutions will submit performance assessment scores in their WV annual report to be assessed in overall performance	January 2022
WVDE Future Actions	Additional Information	Projected Timeline for Completion
Annual Report to the WVBE	<ul style="list-style-type: none"> » Policy 5100 revision to include the requirement for an annual report be submitted by each Educator Preparation Program » Annual Report will include a narrative illustrating how the performance assessment data compares to Praxis II data for program completers » Annual Report will include a narrative as to how the institution is using data (Praxis II and Performance Assessments) to implement change toward continuous improvement 	<p>Fall 2021</p> <p>Spring 2022</p> <p>Spring 2022</p>
WVDE Dashboard	» Collaborate with the Office of Data Management & Information Systems to develop a dashboard that will reflect pass rate of content and performance assessments	Fall 2022

Recommendation 3

Strengthen clinical training by supporting productive teacher residencies in professional development schools for all candidates.

WVDE Actions to Date	Additional Information	Timeline for Completion
National Center for Teacher Residency (NCTR) collaboration	» Collaborated with National Center for Teacher Residency (NCTR) to develop the WV Residency Model	January – September 2020
Residency Model Stakeholder Group	<ul style="list-style-type: none"> » Convened stakeholder group to expand the NCTR foundation to develop WV Residency Model/Common Terms/Parameters for a Yearlong Clinical » Institutions who ran institutionally approved residency models to develop common language and parameters for the WV Residency Model 	<p>July 2020</p> <p>Fall 2019 – Spring 2021</p>
Residency Model Support Groups	» Convened support groups for both elementary and secondary programs to assist in the transition to the WV Residency Model	July 2020- Present
WVDE Future Actions	Additional Information	Projected Timeline for Completion
Incentives for the WV Residency Model	<ul style="list-style-type: none"> » Stipends for resident teachers provided by WVDE » Counties are encouraged to provide stipends for cooperating teachers through the Step 7d monies promoting The Teacher Leadership Framework 	<p>Fall 2021</p> <p>Fall 2021</p>
Revision – Policy 5100	» Policy 5100 revisions to address the required content hours necessary in order to allow flexibility for a yearlong clinical implementation	Fall 2021

Recommendation 4

Support continuous improvement for programs through improvements in accreditation and data use.

WVDE Actions to Date	Additional Information	Timeline for Completion
Updated and re-signed Interagency Access to Educator Data Agreement Between the WVDE and the WV HEPC to permit and establish WV HEPC access to certain information about educators in WV public schools	» Review and update MOU	April 2021
Development of a statewide approval process for WV Content Area Program Approval (WV-CAPA)	<ul style="list-style-type: none"> » Taskforce convened to draft a state program approval process in lieu of SPA National Recognition » Collaborate with Office of Data Management & Information Systems to develop an algorithm to collect and report data for the WV-CAPA » Review the evaluation system to align EPP clinical evaluation more closely with the professional evaluation. » Partner with stakeholders to develop an Approval Rating Scale » Implement a functioning state program approval system 	Projected completion January 2022
Support improved collection and use of data, including employer and completer surveys, performance assessment results, data on the number of candidates and completers by pathway within an institution	<ul style="list-style-type: none"> » Region 5 Comprehensive Center and Learning Policy Institute assisted in accessing nationwide evidence to explore how other states gather and use completer/employer satisfaction data » Convened internal and external stakeholders to define perpetual completer data collection timeline » Office of Data Management & Information Systems determined a process to provide WV HEPC with access to teachers and supervisors to facilitate the survey process 	Spring 2021

WVDE Actions to Date	Additional Information	Timeline for Completion
Policy 5100 revision to allow for multiple national accreditors to ensure more direct support to programs for continuous improvement efforts that are aligned to the state's current priorities and student needs	» WVDE and national accreditor (AAQEP) providing monthly support to assist three institutions under WVDE Corrective Action Plan as they transition to full accreditation	January 2021-December 2021
Strengthen collaboration across k-12 and teacher preparation to address persistent teacher recruitment and retention challenges	» HEPC/WVDE Educator Taskforce – a yearlong taskforce was convened by Superintendent Burch and Chancellor Tucker to examine recruitment, educator preparation quality, and innovation in educator preparation	November 2020
WVDE Future Actions	Additional Information	Projected Timeline for Completion
Streamline data collection processes to support national accreditation for educator preparation programs	» Ongoing collaboration with WV HEPC, Educator Preparation Programs, and WVDE	Fall 2021
Explore the option to develop a longitudinal data system to collect and consolidate data from across programs to support teacher preparation program improvement statewide	<p>Examine indicators to support educator talent strategies for preparation programs and K-12 systems so effective educators are in classrooms and students are prepared for educational pathways, employment, or enlistment</p> <ul style="list-style-type: none"> » Program enrollment and completion » New teacher employment » New teacher performance » New teacher retention » Snapshot of preparation program » Accreditation rating of program » Academic strength of program » Diversity in program » Alignment of the program to workforce supply and demand 	January 2023
Develop data efforts to clearly track and report on the number of candidates moving through the state's different pathways into the teaching profession to support efforts to discern impacts of each pathway on the teacher workforce	» Ongoing discussions and planning between WVDE Leadership, Data Management, and Educator Development and Support Services	2022

WVDE Future Actions	Additional Information	Projected Timeline for Completion
Response to SB14	<ul style="list-style-type: none"> » Draft Proposal to State Board in May to meet the requirement of Pedagogical Standards » Timeline for implementation, submission criteria, and application process for program providers 	<p>May 2021</p> <p>June 2021</p>
Development of application peer review for response to SB14	<ul style="list-style-type: none"> » A peer review process will be completed prior to June 9 to assist the State Board in their review of providers seeking to prepare individuals for professional certification in response the new options in SB14 	<p>June 2021</p>

Recommendation 5

Strengthen efforts to address shortages in specific content and geographical locations.

WVDE Actions to Date	Additional Information	Timeline for Completion
To address the state’s persistent demand for comprehensively prepared teacher across the state, Superintendent Burch and Chancellor Tucker convened an Educator Preparation Taskforce	<ul style="list-style-type: none"> » Recruitment » Rethinking Educator Preparation » Effectiveness of Educator Preparation 	November 2020-December 2021
Collaboration with Region 5 – Human Capital Supply and Demand data	» Monthly meetings with Region 5 Comprehensive Center to explore ways of making teacher supply and demand more readily available to the wider public perhaps through a data dashboard similar to what other states are using	2020
Implementation of the WV Residency Model	» Ensuring that students have access to robust clinical experiences strengthens efforts to staff classrooms with fully prepared teachers who will grow and stay in the profession	2021
Alternative Certification-WVBE Policy 5901	» Policy 5901 was revised to reflect changes in code during the 2020 legislative session	March 2021
WVDE Future Actions	Additional Information	Projected Timeline for Completion
Response to SB14	» Define pedagogical standards, criteria for program submission, and application process for program providers	May 2021
Increase access to data tracking the supply and demand of the teacher workforce, including accurate data on teacher vacancies, turnover, and the number of individuals entering teaching through alternative certification, first-class permits, and clinical teacher of record pathways	» Ongoing planning and discussions with WVDE Leadership, Data Management, and Educator Development and Support Services	2022

WVDE Future Actions	Additional Information	Projected Timeline for Completion
Track and measure the impact of the recently expanded Underwood Smith Teacher Scholars to determine its efficacy in meeting workforce needs	<ul style="list-style-type: none"> » Partner with WV HEPC to meet this future action » The Underwood Smith Scholars program is entering its second year. This will be a long term action 	2025
Review and update language in Section D. Title II, Part A: Supporting Effective Instruction (pages 60-67) of West Virginia’s Consolidated State Plan, to increase academic achievement by improving teacher and principal quality	<ul style="list-style-type: none"> » Collaborate with the Office of Federal Program to make necessary changes for the accountability system prior to the next scheduled revision » Efforts to move this goal forward would go a long way toward policy responses to the state’s workforce challenges 	January 2022
Form partnerships with IHEs and/or technical assistance centers to develop fellows or apprenticeship models that will serve as incubators for innovation teacher preparation pathways	<ul style="list-style-type: none"> » WVDE is currently engaging in discussions with multiple entities to support this action 	2021
Zoom WV has a stated goal to help stakeholders support all students’ achievement. Currently, the “teacher education heading” is blank.	<ul style="list-style-type: none"> » Begin populating this field and collect relevant data » Identify specific indicators or data to include 	2022
Target specific student populations in K-12 to market and recruit individuals into educator preparation programs	<ul style="list-style-type: none"> » Collaborate with K-12, Career Technical Education (CTE) Careers in Education, WV Educator’s Rising, Institutions of Higher Education (IHEs), and local Grow Your Own Initiatives 	Ongoing

Recommendation 6

Strengthen induction to support teacher effectiveness and retention, especially in hard-to-staff schools.

WVDE Actions to Date	Additional Information	Timeline for Completion
Support for Teacher Induction - support for new teachers using research-based materials and instructional strategies aligned to the WV Professional Teaching Standards	<ul style="list-style-type: none"> » Regional face-to-face professional learning (PL) » County-requested PL » New Teacher and Experienced Teacher Academy -Online course through WV Learns Academy 	2021
Mentor Training – Professional learning for experienced educators who will mentor new teachers focusing on the knowledge, skills, and understandings for those who mentor new teachers	<ul style="list-style-type: none"> » Regional face-to-face PL » County requested PL » Monthly virtual offering » Communicate trained mentors to counties » Market National Board Certification to support teacher leadership 	2020-2021
National Board Certification (NBC) - In-depth professional learning to support candidates interested in seeking NBC	<ul style="list-style-type: none"> » Awareness & Support summer sessions PL » Support through cohort or mentor for initial certification (1st year only) » Virtual Awareness & Support » Virtual Cohort support for initial certification (1st year only) » Maintenance of Certification (MOC) PL » Virtual MOC PL 	June/July 2021 September 2021- May 2022 June/July 2021 September 2021- May 2022 October 2021 October 2021
Development of WV Teacher Leadership Framework template and support resources in response to HB4804	<ul style="list-style-type: none"> » Encourage counties to identify cooperating teachers, NBCTs, and teacher mentors as teacher leader roles in their county Teacher Leadership Frameworks » WV Teacher Leadership Framework (wvde.us) 	January 2021

WVDE Future Actions	Additional Information	Projected Timeline for Completion
Support for Teacher Induction	<ul style="list-style-type: none"> » County requested PL » Market Teacher Academy to underserved counties » Redesign Teacher Academy specific to Alternative Certification » Redesign WV Learns course for late hires (Winter) » Develop induction best practices guidance document for counties » Recruit facilitators » Strengthen PL around social emotional learning » Strengthen WV System of Improved Professional Practice (WVSIPP) template and aggregate plans 	<p>Fall 2021 Continuous</p> <p>Summer 2021</p> <p>Summer 2021</p> <p>Fall 2021</p> <p>August 2021 May/June 2021</p> <p>July 2021 Fall 2021</p>
Mentor Training	<ul style="list-style-type: none"> » Encourage the county to include NBCTs as mentors » Increase virtual offerings monthly to include day sessions and evening sessions. » Provide guidance document for counties on best practices for mentoring 	<p>Ongoing</p> <p>October-May 2021-2022</p>
National Board Certification	<ul style="list-style-type: none"> » Change policy to include requirement of teacher leader positions (mentor, cooperating teachers) in the county » Market Awareness & Support sessions to underrepresented counties » Provide guidance document to counties with examples of incentives they can provide to their NBCTs 	
Teacher Leadership Framework (in response to HB 4804)	<ul style="list-style-type: none"> » Provide ongoing support and resources to counties as they fully develop and implement their county frameworks » Gather teacher leadership data to provide to LOCEA as required by HB 4804 	Present-2025



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