



***TEACHWV:* ADDRESSING THE SHORTAGE**



West Virginia DEPARTMENT OF
EDUCATION



BRIDGING THE BARRIERS

Recruiting and retaining teachers in West Virginia is critical to the success of our children, especially those living in underserved communities. Swift and aggressive action on the part of all stakeholders is necessary to address teacher shortages to ensure a fully certified, fully prepared teacher is present in every classroom to meet the needs of West Virginia's children. Thus, the question becomes: how do we get more people interested in becoming a teacher at a time when educators are so overwhelmed and stressed, and when increasingly parents and teachers are reluctant to encourage students to pursue a career in education?

Are We Experiencing a Teacher Shortage in West Virginia?

Based on the latest teacher retention and mobility data in West Virginia, 20% of beginning teachers who left after their first year are leaving the profession (Lochmiller et al., 2016), which is twice the national average for a similar time period (Gray & Taie, 2015). On average, 32% of West Virginia teachers leave within the first four years of entering the classroom (Marra, 2016). The financial cost districts bear when a teacher leaves the classroom or profession can be significant. Teacher turnover costs can range from \$9,000 in a rural district to \$21,000 in urban counties. The goal to support teachers to remain in the classroom is imperative. (Saunders, 2021).

How Did This Happen?

Teacher shortages in West Virginia and throughout the nation are not a new phenomenon. True solutions will require tremendous shifts on a state and national level in how education is funded and perceived. While this solution looms in the future, West Virginia needs immediate relief for the counties currently struggling to staff classrooms with fully prepared teachers. Let us turn our focus to what can be done currently to ease the teacher shortages in West Virginia schools. We cannot fully address a problem that we do not fully understand. The first step in solving any problem is clearly defining and understanding why it is happening. Teacher shortages can be attributed to a recurring set of causes:

- Low pay and/or benefits;
- Lack of respect and esteem for the profession;
- Fewer students entering and completing traditional teacher preparation; and
- Inadequate supports for teachers once they enter the profession



(please see page 11 for full graphic)

Educator Preparation Taskforce

Superintendent Burch and West Virginia Higher Education Policy Commission Chancellor Sarah Tucker established the Educator Preparation Taskforce to clearly define and address the multifaceted challenges facing teacher preparation in West Virginia. For this to truly impact change and be transformative, the taskforce examines the root causes of these challenges in order to identify appropriate solutions. Future steps include producing a research brief to inform the West Virginia Board of Education and Legislature prior to the 2022 Legislative Session and the execution of a five-year implementation phase.



Academic enrollment for education majors from the West Virginia's Higher Education Data Portal indicates the total fall headcount enrollment for West Virginia public four-year institutions has steadily trended down from 8,885 enrollees in 2011 to 4,812 enrollees in 2020. While the West Virginia Department of Education (WVDE) issued 644 student teaching permits for the 2020-2021 school year, only 10 of the 19 educator preparation programs in the state placed more than 15 students in a student teaching or residency placement. Of the 19 programs, eight programs placed fewer than five students in a student teaching/residency placement. Over the past five years, the WVDE issued an overall yearly average of 560 first class full-time permits allowing individuals who are not fully certified to be placed in vacant positions.

To ensure every classroom is equipped with qualified educators, we must identify the key elements which support our efforts to develop a strong West Virginia workforce (*please see page 7 for chart*).

In alignment with the West Virginia Board of Education (WVBE) Strategic Plan, the WVDE has developed strategies for expanding the number of high-quality educators and leaders. Goal #4 of the WVBE's Strategic Plan can be accomplished by focusing on four points of progress: Elevating Educator Preparation, Recruitment, Retention, and Professional Learning.

Effective Recruitment Strategies

Staffing our schools with energetic, creative, high quality professionals is essential if our schools are to produce well-educated citizens who will ultimately improve student outcomes. By strengthening the teacher workforce through effective recruitment strategies, enhanced teacher preparation and decreased turnover, states and districts have the opportunity to improve student outcomes and academic success. West Virginia has had to rethink teacher recruitment with the following approaches:

- Early exposure and incentives for high school students to explore the teaching pathway
 - » Physical presence at career fairs, portfolio fairs, school clubs and assemblies
 - » Targeted recruitment of underrepresented populations
 - » Participation in Educators Rising chapters

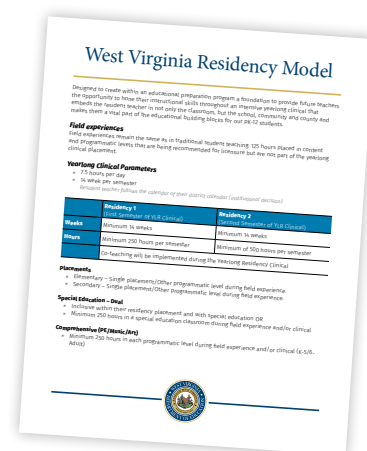
- Grow Your Own (GYO) West Virginia Teaching Pathway (*please see page 12*)
- Financial incentives, such as scholarships, loan forgiveness, stipends
 - » *Underwood Smith Teaching Scholarship*
 - » Residency Stipends
- Targeted marketing campaign for a variety of audiences
- Effective communication for advancing a strong and diverse teaching profession
- Designated staff member to target early recruiting
- *Alternative Pathways to licensure*



High Retention and Culturally Responsive Preparation

New teachers who receive thorough and high-quality preparation before entering the classroom are more likely to continue teaching. The following initiatives seek to address the preparation and retention of West Virginia educators:

- Mandated National Accreditation for all Educator Preparation Programs in West Virginia
 - » Council for the Accreditation of Educator Preparation (CAEP)
 - » Association for Advancing Quality in Educator Preparation (AAQEP)
- *West Virginia Residency Model* (*please see page 13*)
 - » Establishment of strong partnerships with K-12 systems and Educator Preparation Programs
 - » Sustainable Residency Funding Models and Networks
 - » Establishing strong partnerships
 - » Providing stipends to support teacher residents during residency year
- Grow Your Own (GYO) West Virginia
 - » Transitioning Careers in Education program of study to a teaching pathway
 - » Utilizing cohort supervisors to coach, mentor, and oversee hubs of residents placed as Clinical Teachers of Record
- Ongoing mentoring and induction support for graduates once they begin teaching
 - » *WVDE Teacher Academy*
 - » *WVDE Teacher Mentor Professional Learning*
 - » *Building a Strong and Diverse Teaching Profession* (learningpolicyinstitute.org)



Supportive Working Conditions

The leadership of a school is powerful in recruiting, developing, and retaining a diverse and high-quality staff. School leaders establish the climate and the culture of the school. Teachers cite a positive, safe, supportive work environment as a top priority for their workplace.

- High Quality Mentoring and Induction Programs
 - » [Induction, Mentoring and Professional Growth - West Virginia Department of Education \(wvde.us\)](#)
- Ongoing Professional Growth
 - » [Professional Learning - West Virginia Department of Education \(wvde.us\)](#)
- Distributive Leadership
 - » [West Virginia Teacher Leadership Framework \(wvde.us\)](#) Please see page 16 of Appendix
- Supportive Site Leadership
 - » [Principal's Leadership Network - West Virginia Department of Education \(wvde.us\)](#)

Competitive and Equitable Compensation

Teachers are more likely to leave their positions when wages are low in comparison to other professions with similar education requirements. Increasing compensation is critical to recruiting and retaining more individuals in the profession. This requires providing teachers with a competitive and equitable salary that aligns with the cost of living and teacher salaries in a region and is comparable to the salaries of professionals with similar education levels in the area. In addition to salary increases, local and state policymakers have explored other compensation strategies, including bonuses and stipends tied to increased responsibility and leadership or advanced skills, or different types of economic support that improve teachers' overall standard of living such as housing or travel stipends.

- Recognition and Incentives for Expertise
 - » Teacher Leadership Framework: In 2020, the West Virginia Legislature passed House Bill 4804, which directs the WVDE to assist county boards with the design and implementation of a teacher leadership framework to accomplish the teacher induction and professional growth aspects of their comprehensive systems of support. Teacher leadership funding is provided through Step 7d for multiple leadership opportunities including leadership training and salary stipends for those roles (*please see page 16*).
- Competitive and Equitable Salaries
 - » [Teacher Compensation Dashboard - Southern Regional Education Board \(sreb.org\)](#)
- Recognition of Expertise
 - » Teacher of the Year / Service Personnel of the Year
 - » Milken Educator Awards
 - » National Board Certification
 - » Teacher Spotlights featured online and on social media



Key Elements of a Strong West Virginia Educational Workforce



ELEMENT

STRATEGY

RESOURCES

Effective Recruitment Strategies

- Educators Rising
- Careers in Education Programs
- Underwood-Smith Scholarship
- Marketing Campaign
- Effective Communication for Advancing a Strong and Diverse Teaching Profession
- Teaching Pathways Pilot
- Grow Your Own Partnerships
- Alternative Pathways

- Educators Rising
- Teaching Pathway Pilot
- What To Make of Declining Enrollment in Teacher Preparation Programs - Center for American Progress
- WVDE — Recruitment and Licensure Pathways

High Retention and Culturally Responsive Preparation

- West Virginia Residency Model
- Grow Your Own Partnerships
- 1+2+1 Preparation Programs

- WVDE — West Virginia Residency Model

Supportive Working Conditions

- High Quality Mentoring and Induction
- Ongoing Professional Growth and Professional Learning
- Distributive Leadership
- Supportive Site Leadership

- WVDE — Induction, Mentoring and Professional Growth
- WVDE — Development and Support
- WVDE — School Leadership Network
- WVDE — Professional Learning
- Renaissance Village | Reconnecting McDowell

Competitive and Equitable Compensation

- Competitive and Equitable Salaries
- Recognition of Expertise
- Financial Incentives for National Board Certification

- What Is the Average 2021 Teacher Salary by State
- Best States for Teacher Pay in 2021
- State Incentive Chart
- WVDE — Celebrating Education

A group of children, seen from behind, are walking away from the camera down a school hallway. They are wearing backpacks. The hallway has large white columns and a wooden door in the background. The lighting is soft and natural.

LOOKING TO THE FUTURE

With West Virginia counties facing severe teacher shortages in critical need areas, we must identify a path forward to alleviate the staffing issues experienced not just within our state, but nationwide. The West Virginia Department of Education stands ready to address these multi-faceted problems with multi-faceted solutions, which include: recruiting early and locally; providing comprehensive and intensive clinical experiences, educating prospective teachers about alternative pathways; marketing the profession and developing strong practices for measuring the success of our educators.

Solution #1 - Recruit Early and Local

The Grow Your Own (GYO) West Virginia Pathway demonstrates a commitment to recruit high school students starting in their junior year through a pipeline model, providing support from the point of entry and every point along the pipeline. Individual schools and county systems partner with institutions of higher education to move students through the preparation pipeline into the teaching profession minimizing barriers of cost and time (*please see page 12*).

Course	Requirement	Notes
English	English II, III, IV, V, VI, VII, VIII, IX, X, XI, XII	English II, III, IV, V, VI, VII, VIII, IX, X, XI, XII
Math	Math I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII	Math I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII
Science	Science I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII	Science I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII
Social Studies	Social Studies I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII	Social Studies I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII
Physical Education	Physical Education I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII	Physical Education I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII

Minimum 12 credit hours required for high school graduation per WVBE Policy 2008 (some courses may require additional credits for a Bachelor's degree in education)

* This course meets the requirements for the Grow Your Own (GYO) West Virginia Teaching Career Pathway and aligns with required course work according to WVBE Policy 2008.
 * Completion of the GYO West Virginia Teaching Career Pathway should be listed on the final transcript.
 * Support for Public Preparation Graduate 100% and financial support - please contact WVBE.
 * Grow Your Own (GYO) West Virginia program entry point is in the field of education and requires an additional 100% for a teaching career.

Solution #2 – Provide Comprehensive and Intensive Clinical Experiences

All Educator Preparation Programs (EPPs) in West Virginia have adopted the residency model for teacher preparation and have a minimum of one content area implementing the model beginning with entering freshmen in the Fall of 2021. All remaining content areas of educator preparation will transition to the – WV Residency Model with entering freshman no later than the Fall of 2024, thus phasing out traditional student teaching for four-year teacher preparation programs. The West Virginia Residency Model is designed to provide pre-service educators the opportunity to be immersed in a full-year classroom experience guided by a trained, supportive cooperating teacher in a school district where they may eventually work. This rigorous experience embeds candidates in the school and community making them a vital part of the learning community for our PK-12 students.

Solution #3 – Alternative Pathways to Teacher Licensure

There are multiple pathways to obtain a Professional Teaching Certificate in West Virginia. Upon meeting fixed requirements candidates may complete a WVBE-approved teacher preparation program which meets the requirements of WV Code §§18A-3-2a(a)(1)(C) or §§18A-3-1j. Additional information can be found at <https://wvde.us/educator-development-and-support/recruitment-and-licensure-pathways/> or by contacting Educator Development and Support Services at the WVDE at 304-558-2699 (*please see page 14*).

Solution #4 – Reimagine Recruitment

The WVDE is working to build multi-channel recruitment campaigns that utilize current digital marketing tools, including social media platforms, and engage staff to build relationships at the local level through activities and events such as career fairs, portfolio events, and club and class presentations. Recruitment is no longer the sole responsibility of the Human Resources department. To meet the critical needs of our state, we must build systems that are multi-stakeholder.

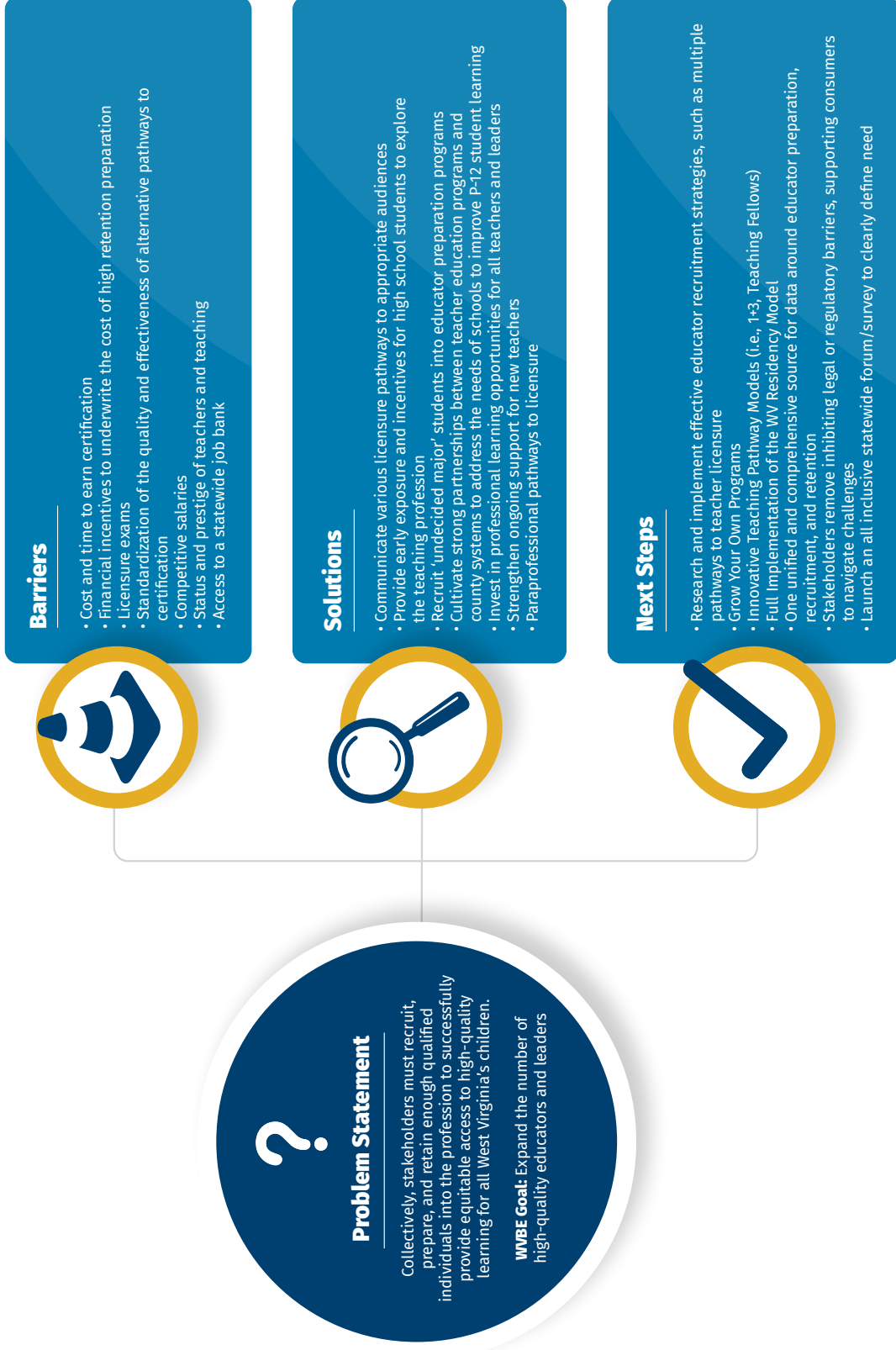
Solution #5 – Data Collection and Reporting

Develop strong data collection practices that clearly define staffing needs across the state and, in partnership with the West Virginia Higher Education Policy Commission, design and implement a Human Capital Data Dashboard that identifies and analyzes strengths and areas for continuous improvement while reporting performance progress on both state and local measures.

RESOURCES

- Addressing the Teacher Shortage: What Districts Can Do. (n.d.). Retrieved from <https://learningpolicyinstitute.org/product/teacher-shortage-what-districts-can-do-factsheet>
- Building a Strong and Diverse Teaching Profession. Learning Policy Institute. (n.d.). Retrieved November 15, 2021, from <https://learningpolicyinstitute.org/product/teaching-profession-playbook>.
- Enrollment - West Virginia Higher Education Policy Commission (wvhepc.edu). <https://www.wvhepc.edu/resources/data-and-publication-center/data-center-enrollment/>
- Public school teacher attrition and mobility in the first ... (n.d.). Retrieved November 12, 2021, from <https://nces.ed.gov/pubs2015/2015337.pdf>.
- Saunders, R. (2021). Preparing West Virginia's Teachers Opportunities in Teacher Licensure and Program Approval (Rep.). Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/CCSSO_Preparing_West_Virginias_Teachers_REPORT.pdf
- Teacher retention, mobility, and attrition in ... - ed. (n.d.). Retrieved November 12, 2021, from https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2016116.pdf.
- The State of the Teacher Shortage in 2021. (2021, April 20). Retrieved from <https://www.frontlineeducation.com/blog/teacher-shortage-2021/>
- Marra, Ashton. (2016, August 24). Study: A Third of W.Va. Teachers Leave Within 4 Years. Retrieved from <https://www.wvpublic.org/news/2016-08-24/study-a-third-of-w-va-teachers-leave-within-4-years>
- New Poll: For First Time Ever, a Majority of American Parents Do Not Want Their Children to Become Public School Teachers | The 74 (the74million.org) <https://www.the74million.org/new-poll-for-first-time-ever-a-majority-of-american-parents-do-not-want-their-children-to-become-public-school-teachers/>
- Wise, R. (n.d.). How do teacher preparation programs affect a state's ... Retrieved November 12, 2021, from https://media.carnegie.org/filer_public/9d/cd/9dcd5782-b6e4-405f-a642-4ea6d0e0ffa8/teachers_prep_report_final.pdf.
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Mitigating the Teacher Shortage in West Virginia



GROW YOUR OWN (GYO) West Virginia TEACHING PATHWAY 2022–2023

“Creating Local Pipelines into the Profession”



The following course menu is recommended for students to exit high school with a minimum of one year of college credit toward a Bachelor’s Degree in education.

Grades 9-12	*English/Language Arts (4 Courses)	*Math (4 Courses)	*Science (4 Courses)	*Social Studies (4 Courses)	*Other (4 Courses)	Required Dual Credit Core Courses for GYO WV (4 Courses)
9	» English 9	» Math I or Algebra 1	» Earth and Space Science	» World Studies or AP Social Studies	» World Languages Elective	1306 Introduction to Education and the Classroom
10	» English 10	» Math II or Geometry	» Biology or AP Biology	» U.S. Studies Comprehensive or AP U.S. History	» The Arts	1307 Introduction to Child Development
11	» English 11 or AP or Dual Credit English	» Math III or Algebra II	» Chemistry; or AP or Dual Credit Chemistry	» Civics or AP Government and Politics	» Physical Education	1308 Introduction to Educational Psychology
12	» AP or Dual Credit English	» Dual Credit College Algebra	» Dual Credit Physical Science	» AP or Dual Credit Psychology	» Health	1309 Introduction to Social Emotional and Behavioral Wellness

Minimum 22 total credits required for high school graduation per WVBE Policy 2510 (some counties may require additional credits) *AP or Dual credit can replace any course

- » This course menu serves as a guide for the Grow Your Own (GYO) WV Teaching Career Pathway and aligns with required course work according to WVDE Policy 2510.
- » Completion of the GYO WV Teaching Career Pathway should be listed on the final transcript.
- » Support for Praxis Preparation (practice tests and financial support to cover costs of tests).

“Grow Your Own (GYO) West Virginia provides early exposure to the field of education and support in college to prepare for a teaching career.”

Goals of the Teaching Pathway Pilot Partnership:

Grow Your Own Programs are designed to harvest promising local high school students and facilitate a career path for them to pursue a career in education. The Grow Your Own (GYO) West Virginia Teaching Pathway is designed to address West Virginia's critical teacher shortage. It will enable high school students who want to become classroom teachers to fast-track into their careers through a combination of dual enrollment/Advanced Placement courses, and an accelerated pathway. Through the program, these students can graduate (from partner institution of higher education (IHE)) with a bachelor's degree in three years.

How it works:

High school: Participating K-12 counties identify/recruit students to participate in the "GYO West Virginia Teaching Pathway" program. High school counselors and partnering institution faculty advisors assist students with scheduling, financial aid, testing requirements, etc. Students graduate from their high schools with a minimum of 30 hours of dual enrollment/AP credits, including the four introductory education courses, from partnering institution of higher education, entering the IHE classified as a "sophomore." During the junior and senior years, staff in partner counties coordinate field placements for their GYO Pathway students in county schools.

Year 1 at IHE: Students are admitted into the education program and begin classes the fall after they graduate from high school. They take fall and spring classes at IHE.

Year 2 at IHE: Students complete coursework and required testing at IHE in the fall and spring summer semesters.

Year 3 at IHE: Students are placed in a yearlong residency as a Clinical Teacher of Record (CTR), under the parameters of the West Virginia Residency Model, and with a CTR waiver from the WVBE allowing the resident to serve as a CTR for both Residency 1 and 2. Simultaneously, students may complete any remaining classes at IHE in the fall and spring semesters. K-12 county will provide a cohort supervisor to mentor, coach and support multiple teacher residents serving as CTR in Residency Hubs or multiple schools.

After graduation: At the end of the third year at the Institution, students have earned required credit hours and graduate with a bachelor's degree in education. Participating school districts agree to give hiring preference for teaching positions, when possible, to partnering IHE graduates of the Grow Your Own (GYO) West Virginia Teaching Pathway program.

For more information please contact:

Carla Warren, Ed.D., NBCT | Director, Educator Development and Support Services
Office of Teaching and Learning
304-558-8098 | carla.warren@k12.wv.us

West Virginia Residency Model

Designed to create within an educational preparation program a foundation to provide future teachers the opportunity to hone their instructional skills throughout an intensive yearlong clinical that embeds the resident teacher in not only the classroom, but the school, community and county and makes them a vital part of the educational building blocks for our PK-12 students.

The West Virginia Residency model includes both diversified field experiences and a yearlong clinical placement.

	Residency 1 (First Semester of YLR Clinical)	Residency 2 (Second Semester of YLR Clinical)
Weeks	Minimum 14 weeks	Minimum 14 weeks
Hours	Minimum 250 hours per semester	Minimum of 500 hours per semester
	Co-teaching will be implemented throughout the Yearlong Residency Clinical	

Placements

- » Elementary – Single placement/Other programmatic level during field experience.
- » Secondary – Single placement/Other programmatic level during field experience.

Special Education Placement

- » Inclusive within their residency placement and with special education OR
- » Minimum 250 hours in a special education classroom during field experience and/or clinical

Comprehensive Placement (PE/Music/Art)

- » Minimum 250 hours in each programmatic level during field experience and/or clinical (K-5/6-Adult)





West Virginia is known for majestic landscapes, fantastic outdoor activities, and compelling business opportunities. If you are looking to pursue a career that empowers you to make a positive impact on the lives of children and their communities, look no further. Review the summary information below to begin your journey and change lives in the Mountain State!

Provisional Professional Teaching Certificate Requirements

There are **four state-based pathways** for acquiring a non-transferrable Provisional Professional Teaching Certificate. All require that before individuals receive the certificate, they must:

- » Possess a bachelor's degree from a regionally accredited institution of higher education with the minimum overall cumulative grade point average (GPA) of 2.5
- » Pass basic skills, content specialization and professional learning tests as described in the West Virginia Licensure Testing Directory on the WVDE website
- » Successfully complete a state-approved program/coursework (see pathways below)
- » Meet general requirements of WVBE Policy with a qualifying outcome on criminal history checks

Conversion to a transferrable Provisional Professional Teaching Certificate requires successful completion of a WVBE-approved teacher performance assessment.

Explanation of West Virginia Pathways

Pathway 1: Traditional Certification Teacher Preparation Programs

West Virginia is home to a variety of colleges and universities which provide outstanding traditional programs for beginning educators. To get started, visit the Preparation section of www.TeachWV.com to review a list of state-approved traditional programs. Contact an approved provider to inquire about their program's entry requirements. The successful completion of a traditional program may contribute to acquiring a bachelor's or master's degree. To qualify for a transferrable Provisional Professional Teaching Certificate, individuals must hold a minimum of a bachelor's degree with a 2.5 overall cumulative GPA, fulfill requirements for criminal history checks, testing, a clinical experience and coursework (including a teacher performance assessment) to successfully complete the traditional program.

Individuals enrolled in a traditional teacher preparation program who already possess a bachelor's degree and qualifying GPA may communicate with school districts to pursue employment if an area of critical need and shortage exists in the endorsement(s) they are working to become licensed for, by seeking a First-Class Full-Time Permit to teach while they are completing program requirements.

Pathway 2: Alternative Certification Teacher Preparation Programs

Many West Virginia school districts provide alternative certification programs which may only be used when an area of critical need and shortage exists and allow individuals to teach while they are completing program requirements. To get started, visit the Preparation section of www.TeachWV.com to review a list of state-approved alternative certification program providers and contact the county's human resources or personnel office. Individuals who wish to enroll into a program must apply for qualifying positions and become recommended by the school district to be issued an Alternative Teaching Certificate. The state-minimum criteria for candidates to acquire an Alternative Teaching Certificate and enroll into programs includes the following:

- » General Education and Special Education Endorsements:
 - › Bachelor's degree
 - › Minimum 2.5 GPA
 - › Pass basic skills Praxis exams
 - › General requirements of WVBE Policy (with a qualifying outcome on criminal history checks)
- » Additional Criteria for General Education Endorsements:
 - › An academic degree major OR occupational qualifications, related to the vacancy's required endorsement(s)
 - › Pass content specific Praxis tests

Upon successful completion of the program, testing, and receiving an "Approved" rating on the Comprehensive Evaluation Report", these individuals must meet all conversion requirements for the non-transferrable Provisional Professional Teaching Certificate. Those holding this certificate may advance their licensure by meeting conversion requirements for a transferrable Provisional Professional Teaching Certificate, which include passing a WVBE-approved teacher performance assessment.

Pathway 3: State-Approved Teacher Preparation Coursework

In response to the passage of Senate Bill 14, a new pathway has been created to allow individuals who possess a bachelor's degree from a regionally accredited institution of higher education and an overall 2.5 GPA to complete coursework pursuant to §18A-3-2a(a)(1)(C) for receiving a non-transferrable Provisional Professional Teaching Certificate. To get started, visit the Preparation section of www.TeachWV.com to review a list of state-approved courses recognized as pursuant to this section of West Virginia Code. Individuals utilizing this pathway must fulfill requirements for coursework, testing and criminal history checks to qualify for a Provisional Professional Teaching Certificate.

Pathway 4: WVDE Alternative Certification Programs

The WVBE has authorized the WVDE to provide alternative certification programs under §18A-3-1j, which allow individuals who possess a bachelor's degree from a regionally accredited institution of higher education and an overall 2.5 GPA to complete coursework approved by the WVDE for receiving a non-transferrable Provisional Professional Teaching Certificate. To get started, visit the Preparation section of www.TeachWV.com and review state-approved programs pursuant to this section of West Virginia Code. Individuals utilizing this pathway must fulfill requirements for coursework, content-specific training(s) (if applicable), testing, and criminal history checks to qualify for a Provisional Professional Teaching Certificate.

Individuals who want to pursue completing Out-of-State Programs to Acquire a Professional Teaching Certificate, a Career and Technical Education (CTE) Certificate or Substitute Teaching Permit, please refer to the Recruitment and Licensure Pathways section of www.TeachWV.com.



Once you have reviewed this summary information, please refer to WVBE Policies (ex. 5202, 5100, and 5901) for complete requirements or contact the Office of Educator Development and Support Services at 1-833-627-2833.

Support for the WV Teacher Leadership Framework

County Planning Document



Background

In 2020, the WV Legislature passed HB 4804, which directs the West Virginia Department of Education to assist county boards with the design and implementation of a teacher leadership framework to accomplish the teacher induction and professional growth aspects of their comprehensive systems of support. Teacher Leadership funding is provided through Step 7d for multiple leadership opportunities including training for those opportunities and salary stipends for those roles.

Prerequisite Reading

Prior to developing your county teacher leadership framework, ensure that you have read 1) the West Virginia Standards for Effective Schools, 2) Strategic Plan for West Virginia Public Schools, and 3) House Bill 4804 and that your county framework aligns with the template below:

Abstract – Provide an overview of your county’s teacher leadership framework: 1) highlight the county vision, 2) define your county goals, and 3) describe how the primary components of the framework connect to one another and stakeholders.

Section	Considerations
<p>Planning</p> <p>Process used to develop county teacher leadership framework</p>	<ul style="list-style-type: none"> » How will teacher leadership support current county efforts and priorities to improve teacher quality and student learning? » Identify the goals the county hopes to achieve through teacher leadership efforts. » Define the challenges you are trying to solve through teacher leadership. » Describe how stakeholders are engaged in this process. » Define how this information will be communicated to county staff. » Specify the manner in which local teacher leadership efforts will be systemic, ongoing, and sustained in a fully supported manner. » Provide the appealing features and incentives per role that will be available to the teacher leader.

Section	Considerations
<p>Vision and Goals</p> <p>What county hopes to achieve through the implementation of a local teacher leadership framework</p>	<ul style="list-style-type: none"> » Local demographics » Student achievement data and other relevant data » County strategic plan <ul style="list-style-type: none"> » Alignment to statewide goals and strategic plan » Nurturing the whole child <ul style="list-style-type: none"> • <i>Student well-being</i> » Student achievement to include addressing the achievement gap » School readiness » Career exploration » College and career readiness <ul style="list-style-type: none"> • <i>Educational pathways</i> • <i>Employment</i> • <i>Enlistment</i> » Teacher recruitment and retention » Professional growth opportunities
<p>Data Driven Measures</p> <p>Data used to determine connection to county school improvement.</p>	<ul style="list-style-type: none"> » Use data from <i>Vision and Goals</i> considerations to determine how the county teacher leadership framework implementation will best connect to, support, and strengthen the county's key school improvement structures, processes, and initiatives.
<p>Teacher Leadership Roles</p> <p>Define proposed teacher leadership roles.</p>	<ul style="list-style-type: none"> » Teacher leader is: <ul style="list-style-type: none"> » Cooperating teacher hosting yearlong resident » Mentor to first year teacher » Aspiring administrator » Department Head » Team Leader » Academic Coach » District Lead Teacher » Professional Learning Community (PLC) Facilitator » Special Education Teacher Leader » Cohorts of teachers seeking micro credentials, advanced degrees, and advanced certifications » National Board Certified Teacher » Other _____ » Include the following information for each role selected: <ul style="list-style-type: none"> » Brief description of the responsibilities and duties of each new leadership role » Percentage of time each role will spend performing teacher leader duties » How leadership role complements existing roles to create a coherent, instructional improvement strategy that will strengthen student achievement throughout the county



Section	Considerations
<p>Teacher Leadership Selection</p> <p>Define how teacher leaders will be selected in your county including the evidence that will be used to meet the minimum requirements and competencies.</p>	<ul style="list-style-type: none"> » Recognition as an effective classroom teacher » Deep knowledge of effective instruction/pedagogy and content knowledge » Rated accomplished or above under evaluation system » Exhibits leadership capabilities and capacity to take on additional roles and responsibilities while remaining in classroom » Defined years of experience to be eligible » Encourages and promotes diversity » Strong communication skills » Strong work ethic » Adaptable, open-minded, creative » Visionaries » Positive » Experience working with adult learners » Leadership experiences » Experience using data to drive instruction » Team player/collaborator » Strong interpersonal skills
<p>Application and Hiring Process</p> <p>Include details about eligibility, the desired attributes of the teacher, and the processes that demonstrate fairness.</p>	<ul style="list-style-type: none"> » Recommendation by administrator » Representative selection committee for teacher leadership roles » Established timeline for applications to be submitted to school administrator » Online application available » Face to face vs. virtual interview » Established scoring rubric » Defined members of interview committee » Required documentation » Type of contract » Length of contract
<p>County/Administrator Roles</p> <p>Define proposed county/administrator roles.</p>	<ul style="list-style-type: none"> » Establishment of standards and expectations for teacher leadership » School-wide focus on learning and reflection » Culture in which teachers are valued and respected as examples and models for other teachers in the profession » Principal fosters, supports, and models teacher leadership » Defined process for how teacher leader fits into the County Strategic Plan (role development) » Defined process for how the teacher leader addresses the emergent needs of the resident teacher, beginning teacher, and experienced teacher (as aligned with the County WVSIPP Plan) » Inclusion of teacher leader in school improvement planning

Section	Considerations
<p>Management Protocol</p> <p>Establish the protocol to manage the county teacher leadership framework.</p>	<ul style="list-style-type: none"> » Create a county-level team that deeply understands the framework and can disseminate information and training to others » Explore creating a teacher leader designation (Office of Certification) » Create process for county to track funding (Step 7d) » Assist schools in restructuring school day to allow for teacher leaders to maintain their classrooms while spending time co-teaching, mentoring, and providing professional learning » Create cohorts of educators focused on building their degrees, certifications, and professional development » Provide regular, targeted professional learning opportunities for teacher leaders encouraging redelivery in their respective schools » Develop a peer and self-monitoring protocol for participating teachers » Designate Teacher Leader supervisor at school or county level » Create and advertise incentives for teacher leaders who agree to stay in the position for designated periods of time » Support for building-level administrators to support school culture and school structures » Level of WVDE involvement/support
<p>Evaluation Procedures</p> <p>Develop the procedures for evaluating teacher leaders and the county teacher leadership framework.</p>	<ul style="list-style-type: none"> » Defined evaluation of program » Student achievement data » Teacher Leader logs » Portfolio demonstrating accomplishments, classroom instruction, and/or evidence of student learning » Teacher Leader surveys » External Evaluator » Feedback from students impacted by teacher leaders » Equity of plan in support of WVDE Strategic Plan 3E's: Educational Pathways, Employment, and Enlistment. » Developed accountability systems to measure performance in leadership roles » Methods to monitor and evaluate effectiveness of teacher leaders » Self-reflection » Documentation of Support » Teacher retention data

Section	Considerations
<p>Estimated Budget</p> <p>Create an estimated budget for the use of Step 7d funds.</p>	<ul style="list-style-type: none"> » Monetary compensation » Additional recognition and job-embedded professional development » Narrative demonstrating clear connections between costs, roles, and goals
<p>Communication</p> <p>Ascertain how county leadership will communicate and message information about the county leadership framework and leadership opportunities to county staff.</p>	<ul style="list-style-type: none"> » Define communications flow to targeted staff regarding leadership positions (i.e., identified highly effective teachers, identified accomplished or above on evaluation). » Add an easily accessible Teacher Leadership website location on the County Website. » Presentations to County Board of Education on the benefits of teacher leadership » Social Media Posts » E-Mail blasts » Talking points for families » Presentations to teachers on the research and how teacher leadership advances their practice and improves school culture » Develop a teacher leadership network communication tool (ex. Teams)

House Bill 4-804 Requirements

The West Virginia Department of Education shall assist county boards with the design and implementation of a teacher leader framework to accomplish the teacher induction and professional growth aspects of their comprehensive systems of support. This framework will strive to achieve the following goals:

- » Increased student achievement and growth through the development of a shared leadership structure at the school level
- » Broader dissemination and use of effective teacher strategies through an increase in teacher collaboration
- » Stronger and more positive school and district culture through the development and retention of highly effective teachers.
- » The Department of Education may form networks among schools or school systems, or both, of comparable size and interests for the design and implementation of teacher leader frameworks that are:
 - › Driven by varying district and school needs
 - › Related to existing state and district initiatives
 - › Designed to improve student achievement and growth; and
 - › Designed to fit district size, current culture for collaboration, and funding capacity.
- » A teacher leader framework adopted by a county board must:
 - › Create specific roles and responsibilities, eligibility requirements, and compensation plans for each teacher leader position, and clearly communicate these to teacher leaders, administrators, and other stakeholders;
 - › Provide regular, targeted professional learning opportunities for teacher leaders, and encourage redelivery within their respective schools;
 - › Provide time and opportunities for teacher leaders to collaborate with administrators, curriculum staff, other teacher leaders, and teachers;
 - › Monitor and evaluate the effectiveness of the teacher leader program through surveys from school administrators and school faculty; and
 - › Include teacher leaders in the school improvement planning process.

The Legislative Oversight Commission on Education Accountability shall review the progress of the implementation of the comprehensive systems of support for teacher and leader induction and professional growth and may make any recommendations it considers necessary to the Legislature during the next regular legislative session.



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West Virginia Superintendent of Schools

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