

PRESENTATION TO THE VIRGINIA BOARD OF EDUCATION

April 23, 2014

Presented by:
Mrs. Patty S. Pitts
Assistant Superintendent for Teacher Education and Licensure

Virginia Department of Education



PRESENTATION: TEACHER EDUCATION AND LICENSURE

- **RECRUITMENT AND
RETENTION INITIATIVES**
- **REGULATIONS**
- **2013 STATE TEACHER
POLICY YEARBOOK**

PRESENTATION: TEACHER EDUCATION AND LICENSURE

RECRUITMENT AND RETENTION INITIATIVES

TEACHVIRGINIA

TeachVirginia

■ PURPOSE

- Established in 2002, the job bank assists in the recruitment and retention efforts for Virginia school divisions and prospective teachers.
- The TeachVirginia Statewide Job Bank, powered by Teachers-Teachers.com, is an online tool that allows job seekers and school division recruiters to communicate with one another.

TeachVirginia

■ SERVICES

- The job bank provides access for teachers to view job openings and apply to Virginia school divisions.
- School divisions are provided a database of Virginia teaching candidates' résumés and access to a system to:
 - advertise recruitment events,
 - post an unlimited number of instructional personnel positions,
 - conduct searches for candidates in all areas,
 - communicate with prospective candidates, and
 - hire teachers, administrators, and related service providers.

TeachVirginia

- The site provides links to information for individuals who:
 - may be exploring a career in education;
 - are making the decision to become educators, and are inquiring about school personnel licensure in Virginia; and
 - are licensed educators seeking employment in Virginia schools.

VIRGINIA CAREER SWITCHER PROGRAM

Virginia Career Switcher Program

■ ESTABLISHMENT OF PROGRAM

- Established in the 1999 Appropriation Act, the pilot program was implemented in the summer of 2000.

■ PURPOSE

- To encourage individuals from various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession.

Virginia Career Switcher Program

■ PREREQUISITES FOR THE PROGRAM

- A bachelor's degree from a regionally accredited institution;
- Five years of professional full-time work experience or the equivalent;
- The completion of teaching area requirements for an endorsement in a content area as set forth in the current state licensure regulations or the equivalent through verifiable experience or academic study;

Virginia Career Switcher Program

- Virginia qualifying scores on the professional teacher's examinations as prescribed by the Board of Education; and
- All components of the career switcher alternative route for career professions must be completed by the candidates.

Virginia Career Switcher Program

- Level I
 - A minimum of 180 clock hours of instruction, including field experience, and professional studies requirements (curriculum and instruction, differentiation of instruction, classroom behavior management, human growth and development, etc.)

Virginia Career Switcher Program

- Level II: Provisional Career Switcher License
 - Five seminars (20 total instructional hours);
and
 - One year of successful, full-time teaching experience under a mentor.

Upon successful completion of Levels I and II and a recommendation of the superintendent or designee from the Virginia employing educational agency, the candidate will be eligible to apply for a five-year, renewable license.

Virginia Career Switcher Program

- **PROGRAM COMPLETERS**
 - Between September 1, 2012, and August 31, 2013, 306 individuals completed the Career Switcher Program and received a five-year renewable license.

Mentor Funding for the Career Switcher Program

■ FUNDING (FY 2014)

- \$279,983 is appropriated to support mentor funding for the Career Switcher Program.
 - \$1,000 for mentor support for each Provisional Career Switcher license holder during Level II (the first year of employment as a teacher).

MONARCHTEACH

MonarchTeach (UTEACH)

■ ESTABLISHMENT OF PROGRAM

- The Mathematics and Science Teacher Education initiative was established and funded by the 2012 General Assembly.

■ FUNDING

- \$700,000 (for two years)

MonarchTeach (UTEACH)

- **The MonarchTeach program is...**
 - A unique collaboration between the College of Education and the College of Sciences at Old Dominion University, modeled after the nationally acclaimed UTeach program at the University of Texas at Austin.
 - An innovative teacher preparation pathway that allows mathematics and science majors to receive teacher licensure while earning their degree in four years.

MonarchTeach (UTEACH)

■ PURPOSE

- Increase significantly the number of students who will become the next generation of mathematics and science teachers in Virginia.
- Develop outstanding teachers who will improve mathematics and science education in their schools.
- Offer advice, mentoring, and financial assistance throughout the program and continued support after graduation.
- Promote mathematics and science in the community and improve the quality of STEM education in local schools.

MIDDLE SCHOOL TEACHER CORPS

Middle School Teacher Corps (MSTC)

■ ESTABLISHMENT OF PROGRAM

- MSTC was established in 2005.

■ PURPOSE

- The Virginia MSTC program provides the structure and incentives for school divisions to recruit experienced mathematics teachers for middle schools that have been designated as “at risk in mathematics” as a result of being Accredited with Warning in mathematics or not meeting federal benchmarks.
- Schools eligible to participate in the MSTC will have the opportunity to take part in the initiative for at least three years and provide qualified recruits with incentive payments of \$5,000 per year, pending available funding from the Virginia General Assembly.

Middle School Teacher Corps (MSTC)

■ FUNDING

- \$415,000 per year: All funds are used for the Middle School Teacher Corps salary adjustment incentives.

MSTC teachers receive a salary adjustment (through the employing school division) for:

- **retention** in their current school; or
- **recruitment** to a high needs school. MSTC teachers receive the stipend for up to three years.

Middle School Teacher Corps (MSTC)

■ GENERAL PROGRAM REQUIREMENTS

- Schools eligible for the MSTC are middle schools that:
 - are “Warned in Mathematics” under the state’s school accreditation process;
 - did not meet mathematics “Annual Measurable Objectives” (AMOs) under the federal *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB); and/or
 - are identified as Priority Schools, where mathematics is an area identified for improvement.

Middle School Teacher Corps (MSTC)

- MSTC teachers **must**:
 - hold an active, five-year **Virginia teaching license**;
 - hold an appropriate **teaching endorsement** to teach middle school mathematics;
 - have at least **three years' experience** in full-time teaching of middle or high school mathematics;
 - have a **major or minor in mathematics** (a minimum of 18 semester hours of mathematics coursework); and
 - have **demonstrated success** in improving students' academic achievement in mathematics.

Middle School Teacher Corps (MSTC)

■ PROGRAM YEAR 2013-2014

- Number of Participating School Divisions: **19**
(representing all eight Superintendents' Regions)

- Number of Middle Schools in three, three-year cohorts: **48**
 - 2011-2014 – 19 Middle Schools
 - 2012-2015 – 15 Middle Schools
 - 2013-2016 – 14 Middle Schools

- Number of participating teachers: **78**

STRATEGIC COMPENSATION GRANTS

Strategic Compensation Grants

■ **ESTABLISHMENT OF INITIATIVE**

- The 2011 General Assembly funded a pilot program, the Virginia Performance-Pay Incentive (VPPI) Initiative. The 2013 General Assembly appropriated funding for the Strategic Compensation Grants initiative for Fiscal Year 2014.

■ **PURPOSE**

- To award competitive state grants to school divisions to design and implement compensation systems for teachers that provide incentives based on each participating school division's strategic goals and objectives.

Strategic Compensation Grants

Awarded Fiscal Year 2014

School Divisions (13)	Awards
Amelia County	\$536,904
Chesapeake City	\$ 39,637
Cumberland County	\$107,650
Dinwiddie County	\$471,783
Fluvanna County	\$212,920
Gloucester County	\$331,874
Goochland County	\$450,000
Harrisonburg City	\$432,011
Lynchburg City	\$ 26,250
Portsmouth City	\$ 72,340
Roanoke City	\$706,307
Salem City	\$850,000
Suffolk City	\$259,975

Strategic Compensation Grants *Awarded Fiscal Year 2014*

School Divisions	Number of Teachers Participating	Descriptions
Amelia County	95	achieve goals related to professional growth, increased parental involvement, increased student achievement, and coaching and mentoring other teachers
Chesapeake City	14 teacher coaches	raise achievement of low-performing student subgroups
Cumberland County	20	meet goals for increasing student learning and achievement
Dinwiddie County	344	meet goals related to increased student achievement, professional growth, and leadership
Fluvanna County	65	meet goals related to increased student achievement and schoolwide accountability
Gloucester County	7 lead teachers 66 teachers and intervention specialists	meet goals related to increased student achievement, professional development, and improved teaching
Goochland County	135	meet individual and schoolwide goals related to increased student achievement, professional development, improved teaching, community engagement, and accepting challenging assignments (awards for “exemplary-rated” teachers)
Harrisonburg City	159	meet goals related to achieving dual-language endorsements and proficiency in Spanish, including bonuses to attract or retain already qualified teachers
Lynchburg City	5 teacher coaches	serve as coaches for mathematics teachers in the city’s middle and high schools
Portsmouth City	24	meet goals related to increased student achievement in mathematics (middle and high school)
Roanoke City	125	meet performance goals related to increased student achievement (elementary schools)
Salem City	302	meet individual, school, and division goals for increased student achievement and use of technology
Suffolk City	46	meet individual, school, and division goals for increased student achievement in mathematics (high schools)

SCIENCE, TECHNOLOGY, ENGINEERING, OR MATHEMATICS (STEM) INITIATIVE

Science, Technology, Engineering, or Mathematics (STEM) Initiative

PILOT INITIATIVE IN VIRGINIA'S MIDDLE AND HIGH SCHOOLS

■ ESTABLISHMENT OF INITIATIVE

- The STEM initiative was funded by the 2012 General Assembly.

■ FUNDING (FY 2014)

- The appropriation is \$808,000.

STEM INITIATIVE

- The STEM initiative offers incentives to **two** groups of teachers:
 1. Teachers Reassigned from a Fully Accredited School to a Hard-to-Staff School or School Not Fully Accredited; and
 2. Teachers New to the Profession or Teachers With Up to Three Years' Teaching Experience [Applicants must have less than three years' teaching experience.]

STEM: Criteria for Teacher Participants

- 1. Teachers Reassigned from a Fully Accredited School to a Hard-to-Staff School or School Not Fully Accredited**
 - Be a teacher employed full-time in a Virginia school division;

STEM: Criteria for Teacher Participants

- Successful teachers, regardless of teaching experience, selected to participate in the pilot program under this criteria will be eligible to receive a \$5,000 initial incentive award after the completion of the year of teaching experience in the hard-to-staff school or a school that is not fully accredited, a satisfactory performance evaluation, and a signed contract in the same school division for the following year.

STEM: Criteria for Teacher Participants

- Hold an active five-year Virginia teaching license with one of the following endorsements:

Middle Education 6-8:
Mathematics;
Mathematics: Algebra I;
Mathematics;
Middle Education 6-8: Science;

Biology;
Chemistry;
Earth and Space Science;
Physics; or
Technology Education

- be assigned to a teaching position in a corresponding subject area; and

STEM: Criteria for Teacher Participants

- Regardless of teaching experience, be a teacher who is reassigned from a fully accredited school in a Virginia school division to a hard-to-staff school or a school that is not fully accredited in the 2013-2014 school year.

STEM: Criteria for Teacher Participants

2. Teachers New to the Profession or Teachers With Up to Three Years' Teaching Experience [Applicants must have less than three years' teaching experience.]

- Be a teacher new to the profession (no teaching experience) or a teacher with up to three years of teaching experience (less than three years' teaching experience);
- Be employed as a teacher full-time in a Virginia school division; and

STEM: Criteria for Teacher Participants

- Hold an active five-year Virginia teaching license with one of the following endorsements:

Middle Education 6-8:
Mathematics;
Mathematics: Algebra I;
Mathematics;
Middle Education 6-8: Science;

Biology;
Chemistry;
Earth and Space Science;
Physics; or
Technology Education

- be assigned to a teaching position in a corresponding subject area; and

STEM: Criteria for Teacher Participants

- Successful teachers selected to participate in the pilot program under this criteria will be eligible to receive a \$5,000 initial incentive award after the completion of the first, second, or third year of teaching with a satisfactory performance evaluation and a signed contract in the same school division for the following school year.

STEM: Awards

Continuing Awards

- An additional \$1,000 incentive award may be granted for each year the eligible teacher receives a satisfactory evaluation and teaches a qualifying STEM subject in which the teacher has an endorsement for up to three years in a Virginia school division following the year in which the teacher receives the initial incentive award.
- Maximum incentive award (initial and continuation), contingent upon available funding: \$8,000

STEM: Awards

Continuing Awards (FY 2014):

- 84 of the 91 teachers receiving initial awards in Fiscal Year 2013 are employed in the same school divisions teaching STEM classes.

Initial Awards (FY 2014):

- 145 teachers in 27 school divisions are participating in the pilot for an initial incentive award of \$5,000.

VIRGINIA TEACHING SCHOLARSHIP LOAN PROGRAM

Virginia Teaching Scholarship Loan Program

■ ESTABLISHMENT OF PROGRAM

- The Virginia Teaching Scholarship Loan Program was reinstated in 1999.

■ PURPOSE

- To provide financial support as an incentive to students who are pursuing a teaching career in one of Virginia's critical shortage teaching endorsement areas

Virginia Teaching Scholarship Loan Program

■ **PROGRAM ESTABLISHMENT AND FUNDING**

- Between 1999-2006, each year the General Assembly appropriated \$558,000 from the general fund for the Virginia Teaching Scholarship Loan Program. The 2007 General Assembly approved a \$150,000 increase for the 2007-2008 program year.
- Since Fiscal Year 2008 the appropriation each year has totaled \$708,000.

Virginia Teaching Scholarship Loan Program

- Scholarship amounts are based on \$10,000 per year for full-time students and are prorated for part-time students based on number of credit hours for which the students have enrolled.

Virginia Teaching Scholarship Loan Program

- These scholarships shall be for undergraduate students at or beyond the sophomore year in college with a cumulative grade point average of at least 2.7, who were in the top 10 percent of their high school class, who are nominated by their college and students at the graduate level, and who meet the criteria and qualifications, pursuant to § 22.1-290.01, *Code of Virginia*.

Virginia Teaching Scholarship Loan Program

- Students eligible to apply must be enrolled full-time or part-time in approved undergraduate or graduate teacher education programs in a critical teacher shortage area or who seek degrees in career and technical education.
- Minority students may be enrolled in any content area for teacher preparation and male students may be enrolled in any approved elementary or middle school teacher preparation program.

Virginia Teaching Scholarship Loan Program

Year	Number of Recipients	Total Amount Awarded
2013-2014	76	\$707,782

NATIONAL BOARD CERTIFICATION

National Board Certification

■ BACKGROUND

- Through the National Board Certification process, teachers document their subject matter knowledge; provide evidence that they know how to teach their subjects to students most effectively; and demonstrate their ability to manage and measure student learning.
- All National Board assessments consist of two major parts, the portfolio entries and the assessment center exercises.

National Board Certification

■ ESTABLISHMENT OF PROGRAM

- The 1999 General Assembly codified the National Teacher Certification Incentive Reward Program.

■ BONUSES

- In 2013, continuing bonuses of \$2,500 were granted to 1,727 National Board Certified teachers and 192 received an initial bonus of \$5,000.
- In November 2013, another 261 Virginia teachers became National Board Certified and may be eligible for the initial incentive bonus in 2014.

MENTOR TEACHER PROGRAM

Mentor Teacher Program

■ ESTABLISHMENT OF PROGRAM

- The mentor teacher program was established by the 1998 General Assembly.

■ PURPOSE

- Provides funds to assist school divisions in providing mentor programs for teachers with no teaching experience as a means to develop and retain high-quality teachers

Mentor Teacher Program

■ FUNDING (FY 2014)

- Funds were allocated by the General Assembly to provide grants to school divisions providing mentors for new teachers with zero years of teaching experience.
- \$1,000,000 in funding is available statewide to support this program.
- 125 school divisions requested funding for mentoring 4,402 new teachers. The allocation was \$227.17 per teacher, totaling \$1,000,000.

CLINICAL FACULTY GRANTS

Clinical Faculty Grants

■ ESTABLISHMENT OF PROGRAM

- The Clinical Faculty Grants were established by the 1998 General Assembly.

■ PURPOSE

- Clinical faculty are historically referred to as the cooperating teacher -- the teacher in the school division who is assigned to work with and support the student teacher. The student teacher is supported by the clinical faculty and the supervising university faculty.

Clinical Faculty Grants

- **FUNDING (FISCAL YEAR 2014)**
 - The Virginia General Assembly appropriated \$318,750 to support proposals from Virginia regionally accredited institutions of higher education with Board of Education approved educator preparation programs to support Clinical Faculty Programs that assist pre-service teachers and beginning teachers to make a successful transition into full-time teaching.

Clinical Faculty Grants

University	Amount Funded FY 2014
Christopher Newport University	\$21,338
Hampton University (Fiscal Agent - Hampton Public Schools)	\$30,000
Sweet Briar College (Fiscal Agent - Amherst County Public Schools)	\$55,329
The College of William and Mary	\$53,175
University of Virginia	\$40,844
Virginia Commonwealth University	\$20,040
Virginia State University	\$38,000
Virginia Tech	\$60,024
Total	\$318,750

SPECIAL EDUCATION PERSONNEL TRAINEESHIP

Special Education Personnel Traineeship

■ FUNDING

- Funding is awarded to Virginia regionally accredited institutions of higher education that have a Board of Education approved program in Special Education: General Curriculum K-12 to deliver undergraduate and/or graduate-level special education courses to individuals who hold a provisional (special education) license with a Special Education: General Curriculum K-12 endorsement and who are employed in Virginia public schools as special educators of children with disabilities (accessing the general curriculum).

Special Education Personnel Traineeship

■ FUNDING, FY 2014

The Virginia General Assembly appropriated \$600,000 to support the traineeship for the education of special education personnel program.

Institutions of Higher Education	Regions	Amount Funded
George Mason University	3, 4, and 5	\$186,898
Lynchburg College	5, 6, and 8	\$ 14,000
Old Dominion University	1 through 8	\$236,145
Radford University	6 and 7	\$ 62,228
University of Mary Washington	3 and 4	\$ 35,840
Virginia Commonwealth University	1	\$ 64,889

Initiatives Supporting Preparation Programs for Special Educators

- **Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism**
- **Distance Cohort Outreach Program**
- **Virginia Consortium for Teacher Preparation in Vision Impairments**
- **Commonwealth Special Education Endorsement Program**
- **Hearing Impairments, PreK-12 Preparation and Professional Development Program**
- **Virginia Consortium for Teacher Preparation in Early Childhood Special Education**

Initiatives Supporting Preparation Programs for Special Educators

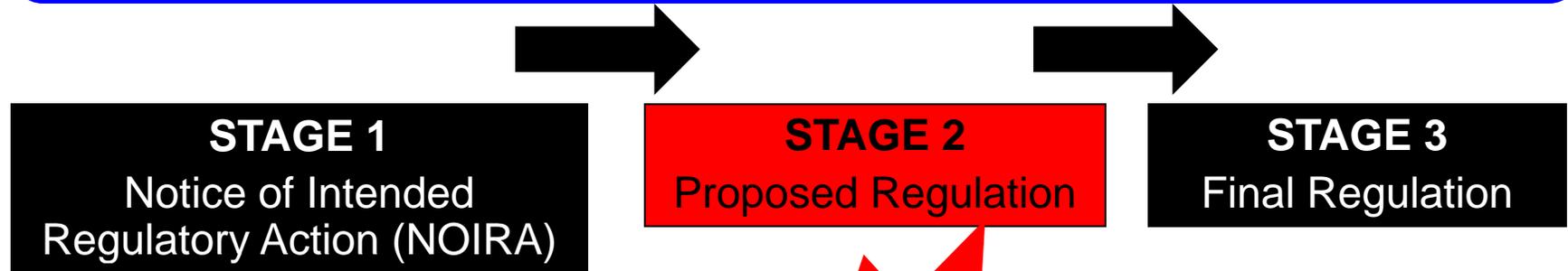
Program Initiatives	Lead University/Agency	Amount Funded
Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism	George Mason University	\$388,571
Distance Cohort Outreach Program	George Mason University	\$ 84,884
Virginia Consortium for Teacher Preparation in Vision Impairments	George Mason University	\$267,564
Commonwealth Special Education Endorsement Program	Old Dominion University	\$ 84,885
Hearing Impairment, PreK-12 Preparation and Professional Development	Radford University	\$200,000
Virginia Consortium for Teacher Preparation in Early Childhood Special Education	Radford University	\$ 68,000

PRESENTATION: TEACHER EDUCATION AND LICENSURE

REGULATIONS

LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Amend Regulations to Establish an Online Teacher License and Remove the Local Eligibility License



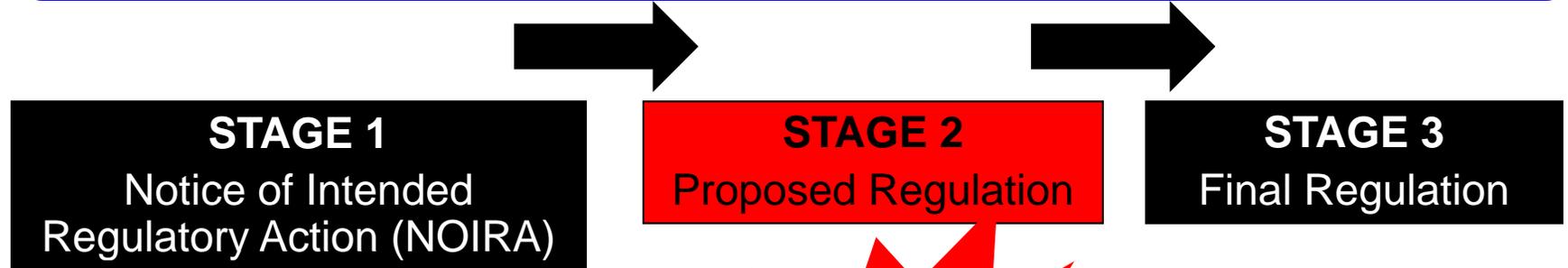
**STAGE 1
COMPLETED**

**Executive
Branch
Review in
Process**

May 23, 2013: Board of Education approved the proposed regulations.

LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Comprehensive Revision



**STAGE 1
COMPLETED**

**Executive
Branch
Review in
Process**

June 27, 2013: Board of Education approved the proposed regulations.

LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Highlights of Major Proposed Revisions

- Increases coursework in mathematics and science for elementary endorsements;
- Increases coursework in mathematics for middle education 6-8;
- Establishes an endorsement in Engineering;
- Allows individuals who hold the Early Childhood Special Education endorsement to add the Early Childhood for Three- and Four-year-olds add-on endorsement;

LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Highlights of Major Proposed Revisions

- Creates new add-on Special Education-General Curriculum endorsements (K-6, 6-8, and 6-12);
- Establishes separate Mathematics Specialist endorsements for elementary and middle education;
- Adds coursework in “Assessment of and for Learning” to Professional Studies requirements;

LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Highlights of Major Proposed Revisions

- Increases hours of specified coursework to become eligible for a Provisional (Special Education) license;
- Requires license holders to take licensure assessments to receive a third year on a Provisional License;
- Adds the Teach for America License prescribed by law; and

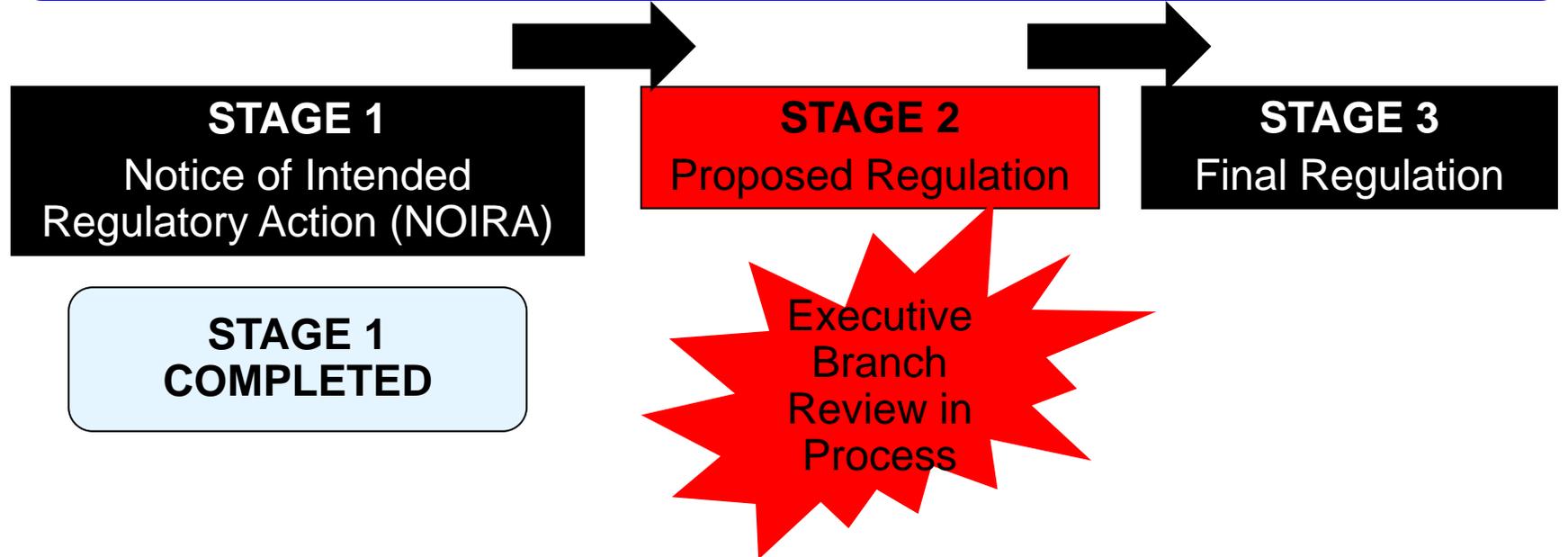
LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Highlights of Major Proposed Revisions

- Revises the alternate route to the Administration and Supervision endorsement to add an option of a combination of graduate-level coursework and a research-based program.

REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA

Comprehensive Revision



June 27, 2013: Board of
Education approved the
proposed regulations.

REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA

Highlights of Major Proposed Revisions

- Requires professional education program accreditation by the National Council for the Accreditation of Teacher Education (CAEP);
- Eliminates the professional studies coursework cap;
- Establishes an expectation for approved teacher preparation programs at the undergraduate level;

REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA

Highlights of Major Proposed Revisions

- Stipulates 10 weeks of a summative clinical student teaching experience under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom;
- Includes an indicator that employer job satisfaction documentation must address teachers' performance, including student academic progress;

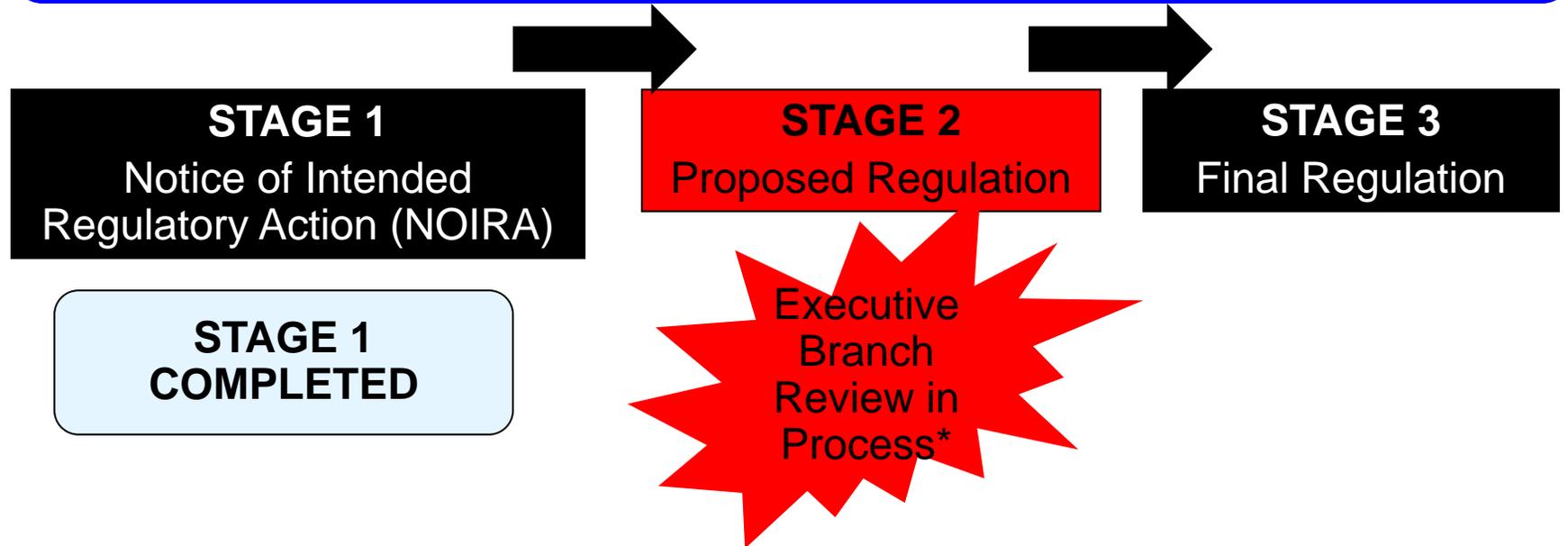
REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA

Highlights of Major Proposed Revisions

- Requires an Annual Report Card;
- Requires specified semester hours in English, social sciences, mathematics, and science for elementary education and includes a testing option; and
- Adds “Assessment of and for Learning” to Professional Studies requirements.

REGULATIONS GOVERNING THE EMPLOYMENT OF PROFESSIONAL PERSONNEL

Comprehensive Revision To Conform to Statutory Revisions



February 27, 2014: Board of Education reconsidered proposed regulations, and the regulations re-entered the Executive Branch Review.

PROCEDURE FOR ADJUSTING GRIEVANCES

Comprehensive Revision To Conform to Statutory Revisions



**STAGE 1
COMPLETED**

**Executive
Branch
Review in
Process***

February 27, 2014: Board of Education approved the proposed regulations.

PRESENTATION: TEACHER EDUCATION AND LICENSURE

2013 STATE TEACHER POLICY YEARBOOK

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

OVERALL YEARBOOK GRADES

2013	2011	2009
C+	D+	D+

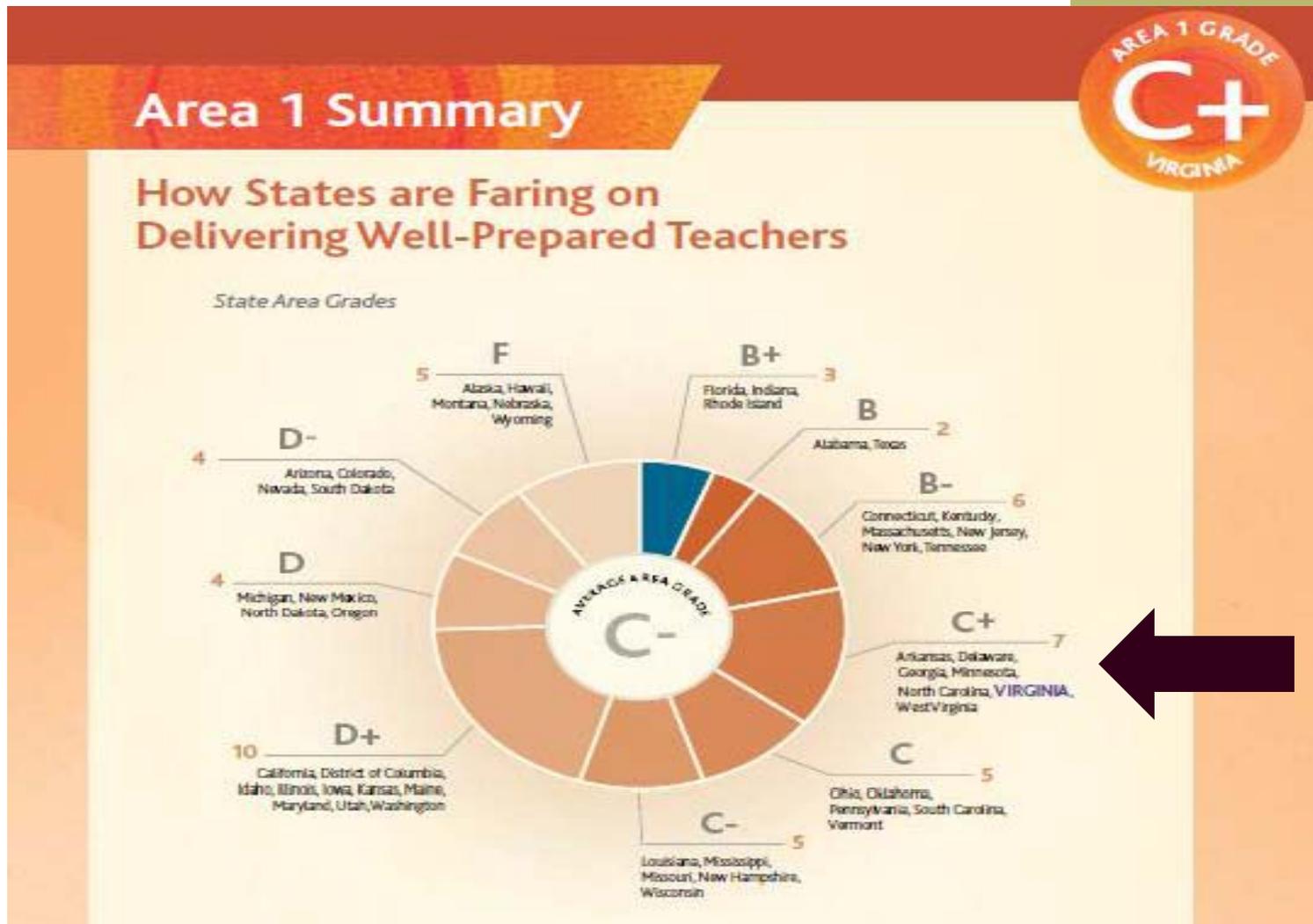
2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

AREA GRADES	2013	2011
Area 1 Delivering Well-Prepared Teachers	C+	C-
Area 2 Expanding the Teaching Pool	C-	C
Area 3 Identifying Effective Teachers	C-	F
Area 4 Retaining Effective Teachers	B	C
Area 5 Exiting Ineffective Teachers	C	D+

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014



2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 1: Delivering Well-Prepared Teachers

■ POLICY STRENGTHS

- Elementary teacher candidates are required to pass a content test with individually scored subtests in each of the core content areas;
- Elementary teacher candidates must pass a reading test to ensure knowledge of effective reading instruction; and
- Middle school teachers may not teach on a K-8 generalist license and must pass a single-subject content test.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 1: Delivering Well-Prepared Teachers

■ POLICY WEAKNESSES

- Although teacher candidates are required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs, the test is not normed to the general college-going population.
- Although secondary teachers must pass a content test to teach a core subject area, secondary social studies teachers are not required to pass content tests for each discipline they are licensed to teach.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

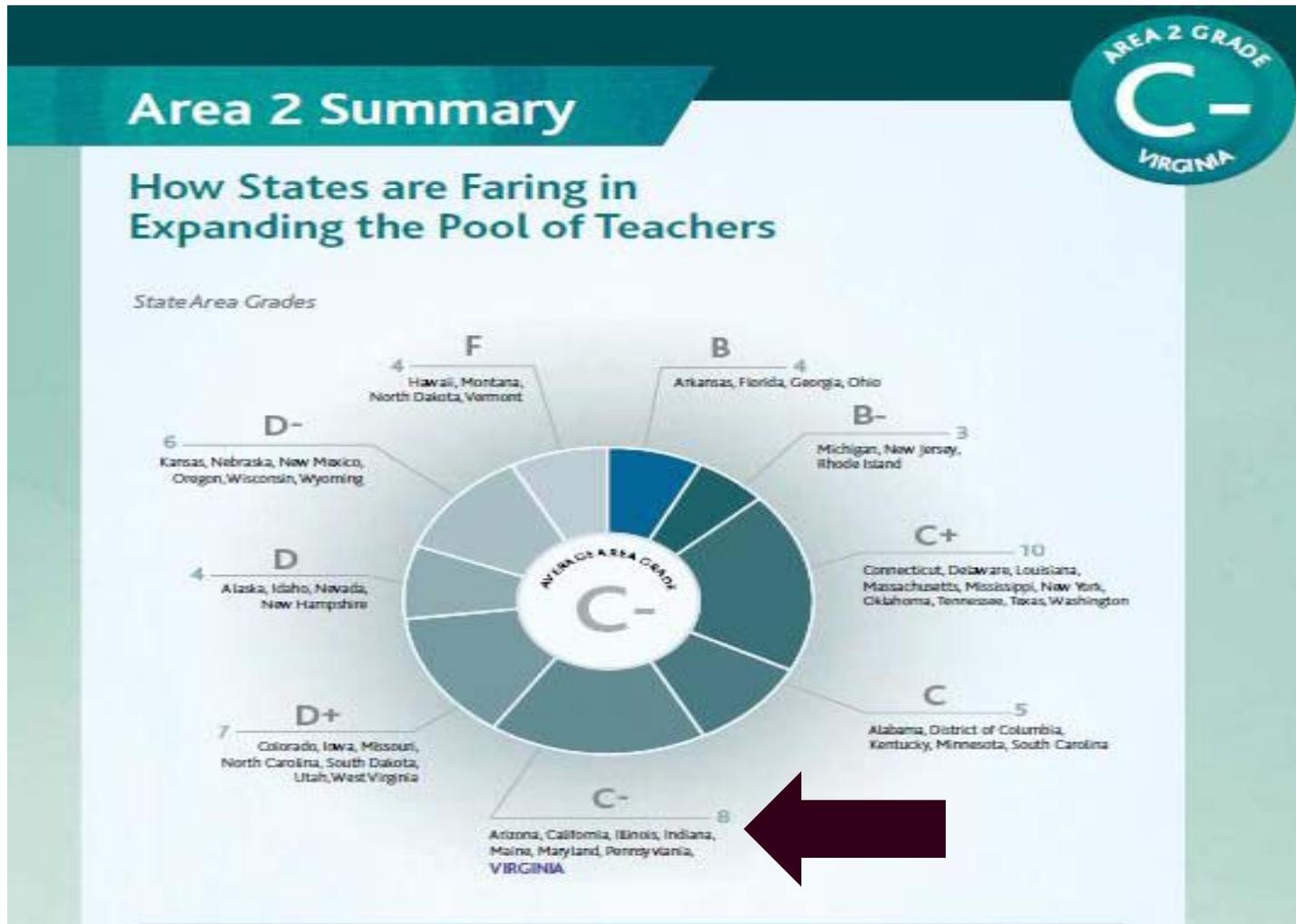
Area 1: Delivering Well-Prepared Teachers

■ POLICY WEAKNESSES

- State offers K-12 special education endorsements.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of teachers they produce.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014



2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 2: Expanding the Pool of Teachers

■ POLICY STRENGTH

- There are no restrictions on alternate route usage or providers.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 2: Expanding the Pool of Teachers

■ POLICY WEAKNESSES

- Admission requirements for alternate route to licensure are not sufficiently selective.
- More could be done to ensure that alternate route programs meet the immediate needs of new teachers.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

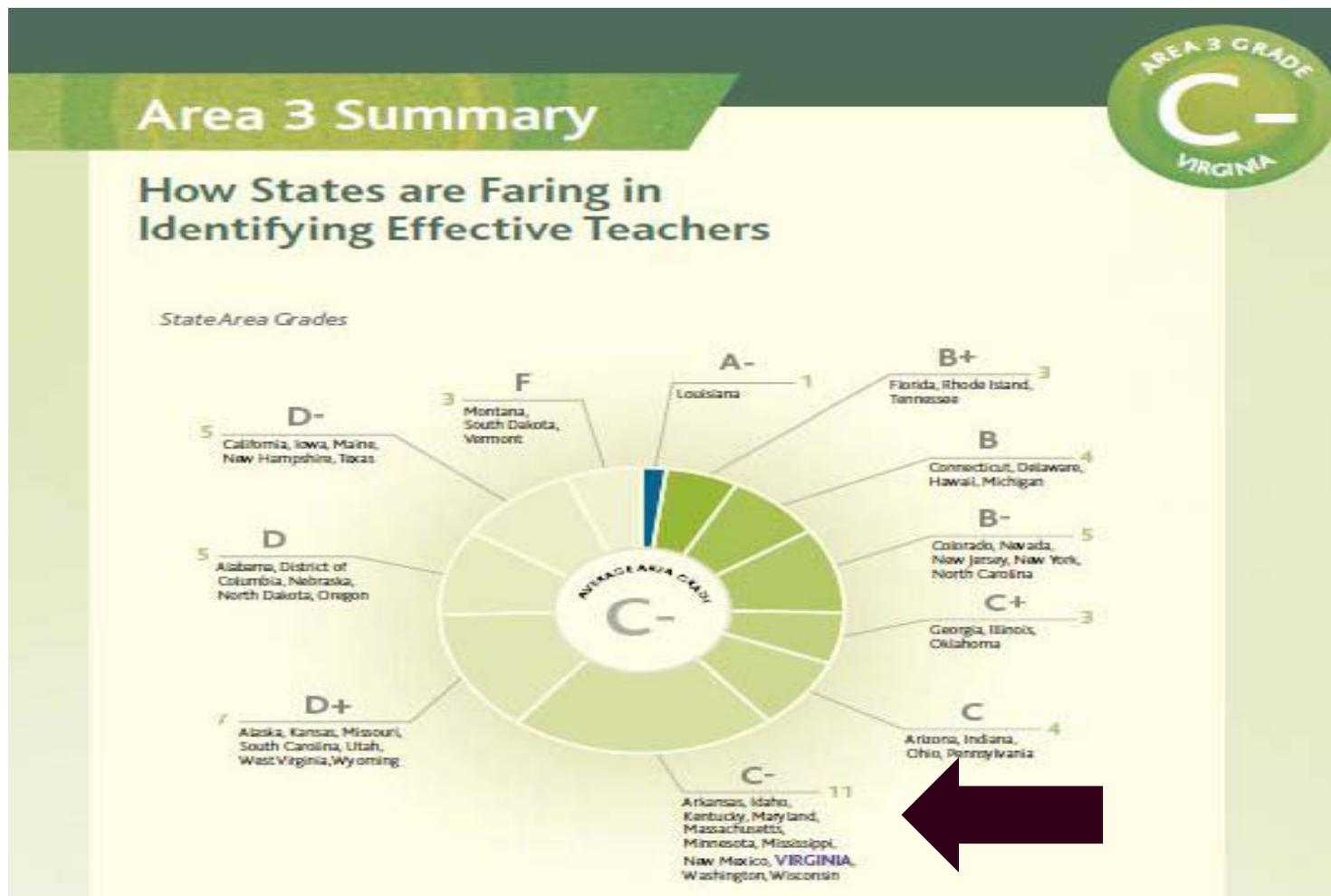
Area 2: Expanding the Pool of Teachers

■ POLICY WEAKNESSES

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014



2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 3: Identifying Effective Teachers

■ POLICY STRENGTH

- Although objective evidence of student learning is not the preponderant criterion of teacher evaluation, it is a significant component, and the state has articulated other important evaluation requirements.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 3: Identifying Effective Teachers

■ POLICY WEAKNESSES

- Although the state has established a data system with the capacity to provide evidence of teacher effectiveness, it has not taken other meaningful steps to maximize the system's efficiency and potential.
- Annual evaluations for all teachers are not required.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

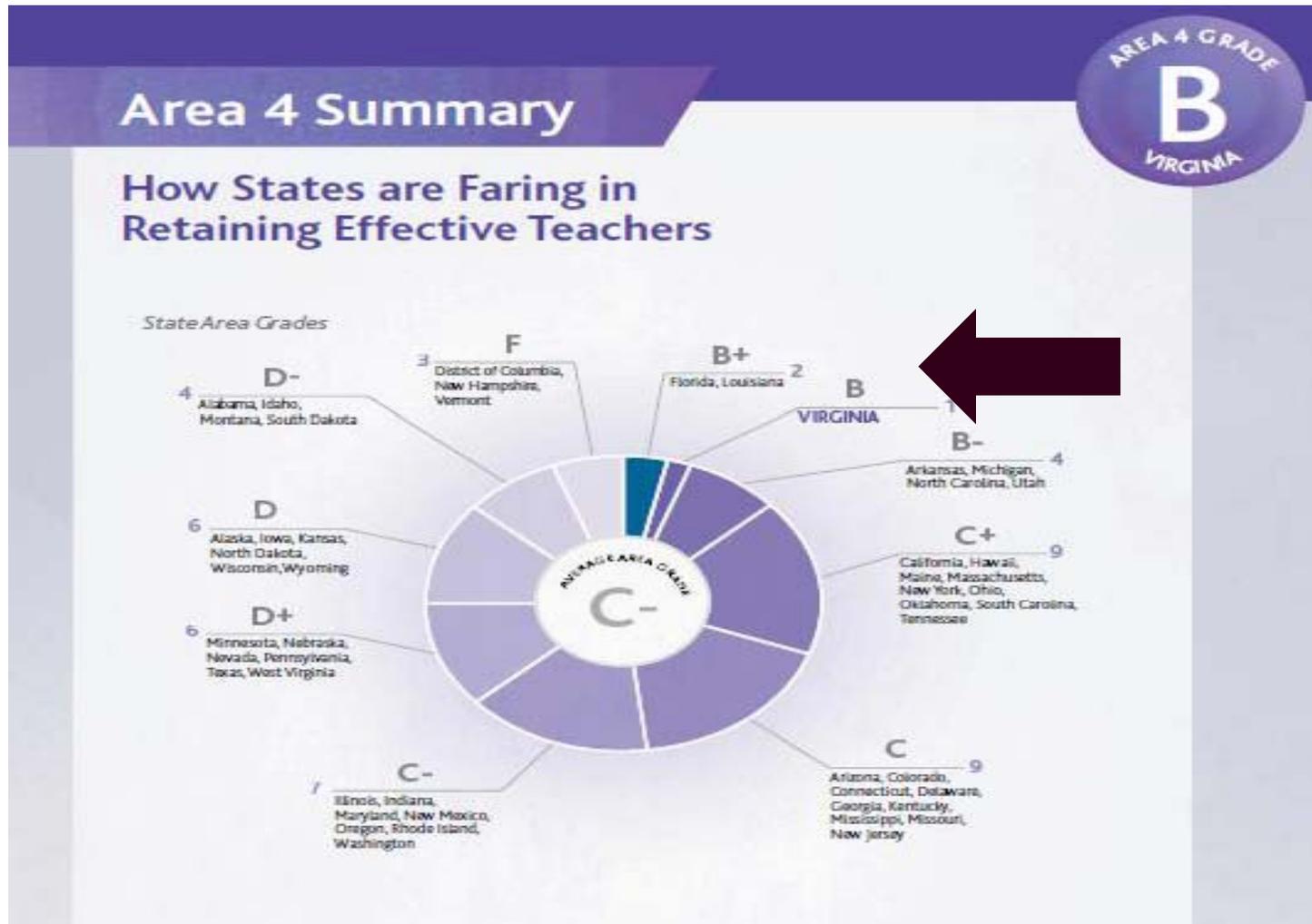
Area 3: Identifying Effective Teachers

■ POLICY WEAKNESSES

- Tenure decisions are connected to evidence of teacher effectiveness, but this evidence is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014



2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 4: Retaining Effective Teachers

■ POLICY STRENGTHS

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers who receive unsatisfactory evaluations are placed on structured improvement plans.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 4: Retaining Effective Teachers

■ POLICY STRENGTHS

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in high-need schools or shortage subject areas, and teachers in some districts can receive performance pay.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

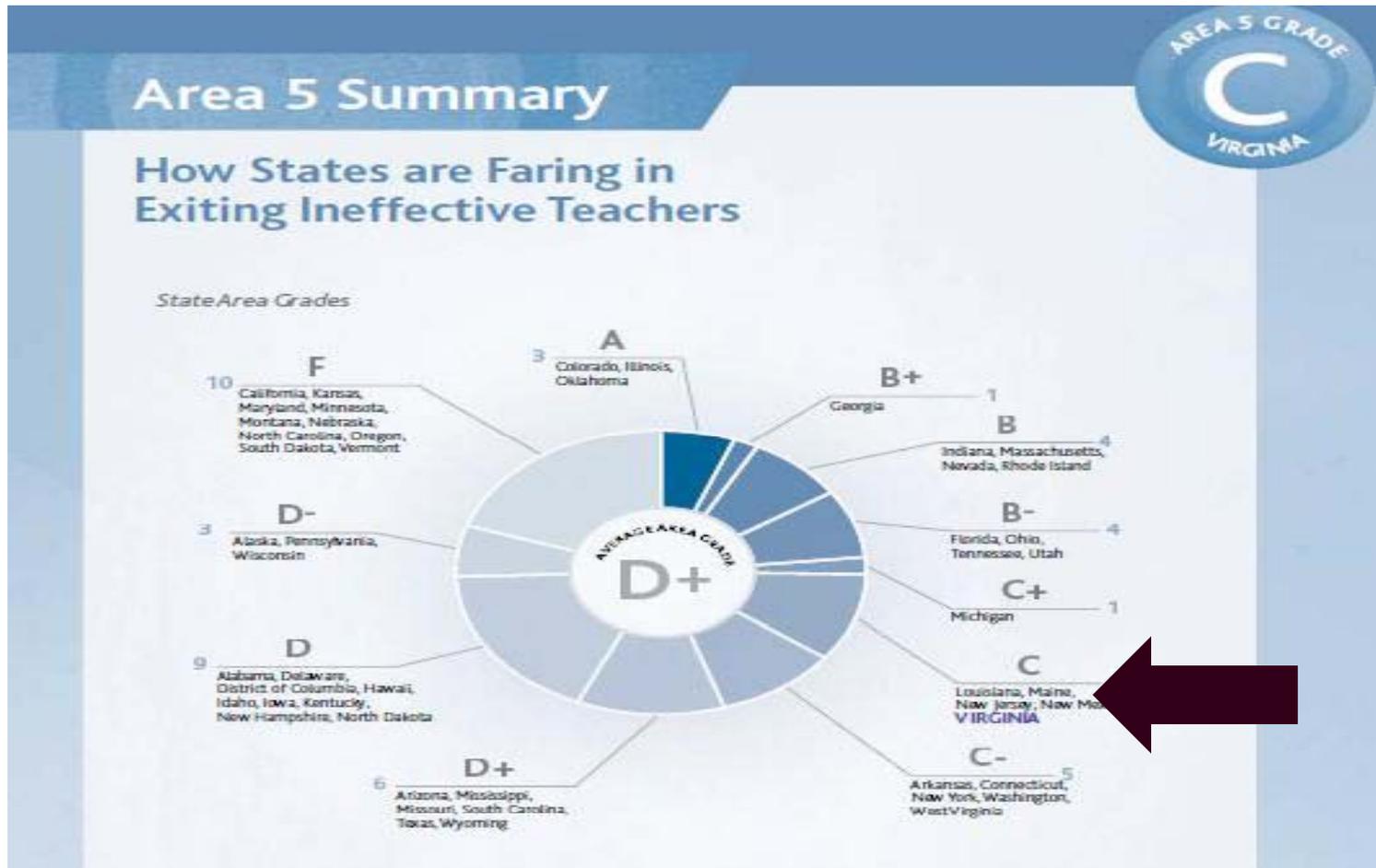
Area 4: Retaining Effective Teachers

■ POLICY WEAKNESS

- The state does not support additional compensation for relevant prior work experience for new teachers.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014



2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 5: Exiting Ineffective Teachers

■ POLICY STRENGTH

- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

2013 State Teacher Policy Yearbook: Virginia

Source: National Council on Teacher Quality, January 2014

Area 5: Exiting Ineffective Teachers

■ POLICY WEAKNESSES

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Although ineffectiveness is grounds for dismissal, the state allows multiple appeals for teachers who are dismissed.

For Additional Information

■ CONTACT

- Mrs. Patty S. Pitts
Assistant Superintendent for Teacher
Education and Licensure
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120
(804) 371-2522