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Appendix A-1: West Virginia VITAL Survey

21st Century West Virginia VITAL Survey

Vision for Improving Teaching & Learning

Home

Preview the Survey (.pdf)
Preview the Principal Survey (.pdf)
FAQ
Stakeholder Belief Statement (.pdf)
Final Report (.pdf)
Presentation of Findings (.pdf)
Facilitator Guide (.pdf)
Data Use Guide (.pdf)
View Reports

WV VITAL Stakeholders

21st Century Jobs Council
WV-AFT
Diocese of Wheeling-Charleston Schools
Edvantia
Office of the Secretary of Education and the Arts
Regional Education Service Agencies
WV Association of Elementary & Middle School Principals
WV Association of School Administrators
WV Association of Secondary School Principals
WV Board of Education
WV Department of Education
WV Education Association
WV Higher Education Policy Commission
WV Independent Colleges and Universities
WV Professional Educators
WV School Boards Association

Conducted By

Results

Thank you for helping West Virginia achieve its Vision to Improve Teaching and Learning (WV VITAL). **Almost 10,000 West Virginia educators (43 percent from across the state) participated in the WV VITAL Survey.** Data - only released if a minimum of 40 percent and at least 5 of the school faculty or district's school-based licensed educators responded - is now available for almost 400 schools and 36 school districts, providing critical information for making local and state level decisions to improve West Virginia schools.

Click here to view the school, district, and state results.

The final report on the West Virginia VITAL survey is now available. Click here to learn how teaching conditions influence student learning and future employment plans and how perceptions of teaching conditions differ across the state.

The final report demonstrates that West Virginia has a solid foundation of committed educators who believe their schools are good places to work and learn. Comprehensive, sustained efforts to improve teaching and learning conditions will ensure that the state's educators are able to help every child in West Virginia learn.

The WV VITAL data can help the state, districts and schools assess, understand and improve their teaching and learning conditions in order to foster improved perceptions, motivations and performance in schools. Ultimately, this will create positive school environments where all educators are supported, want to work and can thrive.

Using the Data

The success of the WV VITAL effort will prove dependent on the extent to which school communities can use the resulting data to inform real school improvement processes. Toward that end, The New Teacher Center has created a resources page to help schools and communities engage in ongoing and meaningful conversations about potential strategies to improve teaching and learning conditions.

Partners

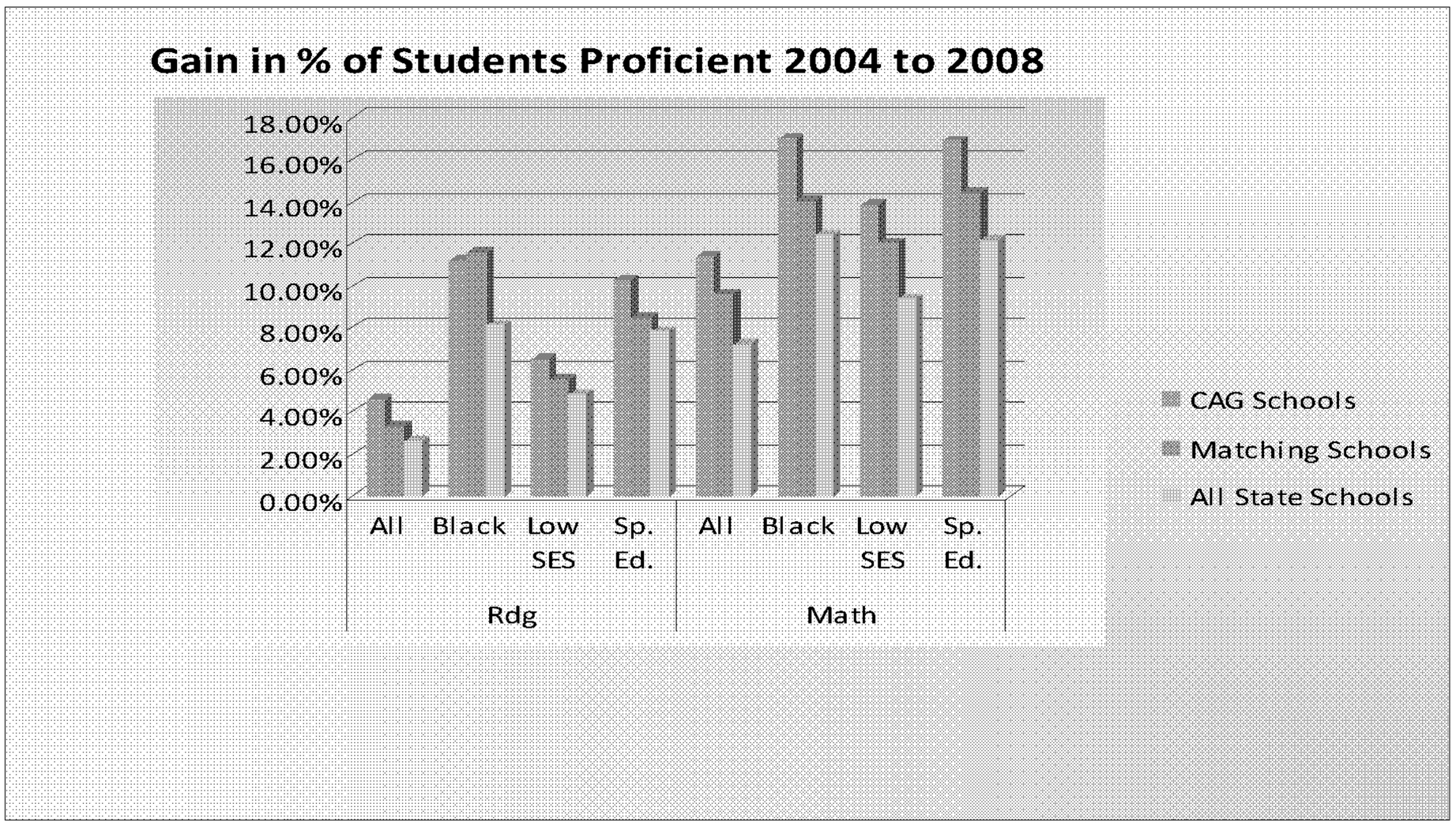
The West Virginia Board of Education and a host of stakeholder groups representing teachers, principals, superintendents, school boards, communities and business (listed on left side of this page), worked collectively with the New Teacher Center (NTC) to conduct the survey. NTC is a nonpartisan group with a mission to support the development of an effective, dedicated and inspired teaching force. NTC also has vast experience conducting similar surveys across the country.

Appendix A-2: Closing the Achievement Gap Professional Development Demonstration Schools

Table 1:

Closing the Achievement Gap (CAG) Professional Development Demonstration Schools Program 2004-2008					
Collaboration Time	No time allotted for collaboration or teaming. Collaboration is not a priority.	Teacher's volunteer time beyond work day/year to collaborate.	Use of stipends or supplemental contracts for teachers to collaborate beyond normal working hours.	Collaborative time provided outside of the classroom during the school day (e.g. substitutes, itenerate teachers).	Collaborative time embedded in the school schedule.
Percentage of Schools at each level in 2004	43.33%	33.33%	10.00%	13.33%	0.00%
Percentage of Schools at each level in 2006	0.00%	0.00%	18.52%	44.44%	37.04%
Percentage of Schools at each level in 2008	0.00%	0.00%	0.00%	28.00%	72.00%

Figure 1:



West Virginia Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between West Virginia and _____ (County) The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in West Virginia's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,

4) ***Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded;*** and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and

5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____

Signature/Date

_____

Print Name/Title

President of Local School Board (or equivalent, if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
A. Supporting the establishment of quality Professional Learning Communities (PLCs) throughout the grant period.		
(i) Create support systems for the success of PLCs.		
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on multiple measures of student performance:		
(i) Measure student growth		
(ii) Adopt and support through professional development the implementation of new state evaluation systems for teachers and leaders		
(iii) Conduct annual evaluations		
(iv)(a) Use the evaluation process to inform professional development and capacity building of teachers		
(iv)(b) Use evaluations to make personnel decisions related to tenure, additional compensation and other personnel actions		
(D)(3) Employing a process to ensure equitable distribution of effective teachers and principals		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality school-based professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

Appendix A-4: A Statement of the State's Initiative with no Race to the Top Award

West Virginia presents a scope of work that demonstrates our commitment to comprehensively and efficiently ensuring effective teachers and leaders in every classroom and school as well as graduating every child as a successful learner. We deliberately connect our state's ongoing Global 21 vision to all components of Race to the Top in an aggressive plan. We are pursuing high-leverage actions that will realize increased student achievement, increased graduation rates and postsecondary and career readiness. We stand ready to leverage current federal funding in new and innovative ways; also, we will aggressively pursue additional funding from foundations, businesses, and other federally funded competitive grants (such as the Teacher Incentive Fund). Our goal is to make this plan a reality: Our staff are committed to this plan, and our students deserve it.

We developed this strategic plan in such a way that we can and will move forward. The funding from this award provides three critical advantages: We will move quickly, we will be able to work on more activities simultaneously, and we will reach more teachers and students in a shorter period of time.

Here are some specific examples of the course of action that we envision. West Virginia will move forward with our transition to the Common Core Standards/Assessments. Our current standards are rigorous—as evidenced by several external reviews—and this situation makes the transition manageable and fundable. However, we are relying on this Race to the Top funding to deploy professional development to all schools and classroom within three years—a timeline that would be considerably lengthened without these additional funds.

West Virginia will continue our ongoing work to revise our Teacher/Leader Evaluation process, and expand our Statewide System of Support for Struggling Schools. Again, however, the processes and implementation will take longer and we will need to secure additional outside resources to supplement our efforts.

Without this funding, a primary setback would result from our inability to expand our statewide longitudinal data system in the proposed ways. We firmly believe that this expanded system is an integral support to critical structures for advancing teaching and learning. For example, the proposed Teacher E-Portfolio will greatly increase our ability to evaluate and support all teachers. Without this robust and comprehensive data system platform, our educator evaluation system will remain—for a more extended period of time—as a cumbersome paper-and-pencil process, highlighted and informed by a very small data bank. Our commitment to link a performance evaluation system and student growth measures would be significantly affected. More important, our commitment to give teachers and leaders access to this data system to get real-time information and to apply data to improve instruction will be delayed. Our vision is that this data system will be the backbone for the state's proposed high-quality and reliable accountability system. Without it, the state's efforts to define and implement interventions in our neediest schools will be greatly hindered.

We are counting on the Race to the Top award to strengthen our ability to support pilot sites for the performance evaluation system, to jump-start Communities of Transformation, and to create professional learning communities that are functional and effective in all of our schools. And, of course, although we are committed to supporting all schools to the extent possible, these funds will boost our ability to directly and more effectively work with non-Title I struggling schools. Our goal is to win this award so that we do not have to severely cut back on our efforts in the short term.

We know that we have limited time to make significant progress. We have done the foundational work that will undergird our ability to move these strategic and integrated efforts forward in a very efficient manner. Without Race to the Top funding, our efforts must be divided between implementation and the pursuit of supplemental dollars. Because each element of the plan is closely coordinated across all four assurance areas, the projected timelines and scaling goals of state's overall reform agenda also will need to be revised.

Appendix A-5: Summary of Key Actions

Standards and Assessments

- Lead statewide implementation of internationally benchmarked K-12 standards.
- Develop a balanced assessment system that is aligned with the Common Core standards.
- Improve rates of college and career readiness for graduates from WV's schools.
- Build a comprehensive system of horizontal and vertical supports for educators.

Data Systems to Support Instruction

- Create connections to postsecondary data and early childhood data maintained by external agencies.
- Include benchmark and formative assessment data in the statewide longitudinal data system.
- Engage stakeholders in the development of indicators and reports generated from the statewide longitudinal data system.
- Modify existing local instructional improvement systems to better support instructional planning.
- Expand the statewide longitudinal data system to include new local instructional improvement systems that meet State needs for improving student achievement.
- Provide professional development on the use of instructional improvement systems.
- Develop processes to make data available to researchers to evaluate the effectiveness of educational strategies with different subgroups of students.

Great Teachers and Leaders

- Establish a multiple-measure student growth model with stakeholder engagement.
- Revise the teacher/principal performance assessment system using an agreed-upon multiple measure growth measure.
- Revise the teacher evaluation/observation form.
- Develop principal indicators and rubrics that reflect the new leader standards.
- Participate in the Teacher Performance Assessment Consortium.
- Pilot alternative compensation models.
- Pilot, evaluate, and revise programs that will provide districts with resources to prevent inequity.
- Track the performance of teachers and principals by credentialing program.
- Revise educator preparation programs to align with the new teacher and leader standards.
- Build on the work of the CCSSO, ETS, and NSDC multi-state consortium to develop and implement a self-assessment tool to be used during pre-service/fieldwork.
- Train and support teachers and leaders through the CAN Regional Team on the teacher and principal performance assessment system , the use of instructional improvement systems, and the use of data and incentives to address inequitable distribution.

Turning Around the Lowest-Achieving Schools

- Build the capacity of the SEA and LEAs to drive transformative interventions in low-achieving schools.
- Strengthen teacher and leader effectiveness in low-achieving schools in order to improve the quality of instruction.
- Develop comprehensive systems of supports in low-achieving schools.

WVEA
WEST VIRGINIA
EDUCATION ASSOCIATION
AN NEA AFFILIATE

Dale Lee, President
David A. Haney, Executive Director

MEMORANDUM OF UNDERSTANDING

January 13, 2010

Dr. Steven L. Paine
Superintendent of Schools
WV Department of Education
1900 Kanawha Blvd. East
Bldg 6, Room 358
Charleston, WV 25305

Dear Dr. Paine:

After discussions with you and your staff, the WVEA gives its general support to the West Virginia Race to the Top Application. The nature of our approval has nothing to do with the discussions we have had regarding the application, but with the lack of specifics in the proposal.

Many important features, such as the teacher evaluation piece, the alternative compensation model, et.al, are left to development by committees and task forces. WVEA is committed to participate on those task forces and committees in order to iron out the specific details of the grant needed for success.

WVEA is eager to move education forward in West Virginia and to provide the best education possible for our students as we move forward into the 21st Century. As an organization we are committed to elevate the standards of instruction, promote the health and welfare of children, advance the educational interests of the state, improve the welfare of education employees and promote professional learning communities among our members.

My letter of support is representative of the local affiliates which we represent since there is no collective bargaining unit in each LEA. Nothing in the Memorandum of Understanding between the LEAs and the WVDE shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or district employees under federal, state or local laws (including applicable regulations or court orders) or under terms of the memorandum of understanding, or other agreements between such employers and their employees.

I look forward to working with you as we work out the details on the RTTT application.

Professionally yours,

Dale Lee
WVEA President

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Linda Thompson
Delores Campbell, Ex-Officio

An affiliate of the American Federation of Teachers, AFL-CIO

A Union of Professionals

January 13, 2010

Dr. Steven Paine
State Superintendent of Schools
State Capitol Complex, Room 358
WV Department of Education
1900 Kanawha Boulevard, E
Charleston, West Virginia, 25305

Dear Dr. Paine:

On behalf of the American Federation of Teachers-West Virginia (AFT-WV), I am pleased to join other organizations in support of West Virginia's Race to the Top application. As you are aware, AFT-WV is the largest education organization in the state with members in every county and, similar to this process, we look to our members to set our priorities and guide the organization. We are, therefore, very pleased that the Race to the Top proposal mirrors our commitment to incorporating the voices of teachers in setting the goals and objectives.

Although we approach the challenges we face in public education from different vantage points, we all want the same outcomes. Namely, we want to increase student performance and graduation rates, close the achievement gaps among all student groups, and ensure that our students are prepared to enter post-secondary education and the workforce. Likewise, we share a commitment to improving the welfare of education employees and having highly effective teachers in all our classrooms, ones that are strong on content. We know all too well that highly effective teachers are the strongest connection to enhanced student achievement.

If we seize this opportunity afforded to us by the Race to the Top Fund to implement significant education initiatives, I am confident that we can achieve our desired outcomes and goals. Therefore, as a stakeholder, AFT-WV will be actively involved in designing standards and assessments that provide professional support with access to best practices for our teachers; we will work to expand access to data for continuous improvement and augment the professional support needed by teachers and administrators to effectively use the data; we will seek to ensure that we prepare, recruit, retain and support our teachers and ensure that we focus on getting more highly effective teachers into our classrooms, especially in the critical areas of need. Finally, we will be eager to engage in conversations leading to the development of initiatives around new evaluation and compensation systems for teachers.

Please accept my letter of support as representative of AFT-WV's local affiliates owing to the absence of a collective bargaining agreement or law in our state.

Thank you for your leadership and your willingness, as well as that of the State Board, to bring all parties to the table and incorporate our concerns and viewpoints into the proposal. Achieving consensus is often laborious and time consuming but well worth the effort. We are ready and eager to join with you and the other organizations to transform education in West Virginia.

With all respect,

Judy Hale

Judy Hale
President, AFT-WV

RACE TO THE TOP LETTERS OF SUPPPORT	
NAME	**ENTITY**
Tina J. Cartwright **Assistant Professor**	Marshall University
Elizabeth Strong **Director**	WV Handle on Science Project
Dr. Robert L. Harrison, Jr. **Dean**	College of Professional Studies
Dee Hopkins **Dean**	WVU College of Human Resources and Education
Ann Chester **Director**	WVU Health Sciences and Technology Academy
John R. Mergendoller **Executive Director**	Buck Institute for Education
Dr. Deb Hemler **Coordinator**	Fairmont State University Geoscience Education
Dr. Brian Noland **Chancellor**	West Virginia Higher Education Policy Commission
Paul Hill **Vice Chancellor**	West Virginia Higher Education Policy Commission Division of Science and Research
Michael E. Mays **Professor / Director**	WVU Eberly College of Arts and Sciences (Professor) Institute for Math Learning (Director)
Dr. A. Stan Maynard **Associate Dean**	Marshall University College of Education and Human Services
Kelley M. Goes **Cabinet Secretary**	WV Department of Commerce
Juliet A. Terry **President**	Vision Shared, Inc.
Gayle C. Manchin	First Lady of West Virginia, Co-Chairman, 21st Century Jobs Cabinet
Ralph H. Baxter	Chairman and CEO, Orrick, Co- Chairman, 21st Century Jobs Cabinet
Dr. Dixie Billheimer, **CEO**	WV Center for Professional Development
Dr. Patricia S. Kusimo **President/CEO**	The Education Alliance
B. Keith Fulton **President, West Virginia**	Verizon
William P. Getty **President**	Claude Worthington Benedum Foundation
Kay H. Goodwin **Cabinet Secretary**	WV Department of Education and the Arts
Patsy A. Hardy **Cabinet Secretary**	WV Department of Health and Human Resources

MARSHALL UNIVERSITY

College of Education and Human Services

11 January 2010

West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

Dear Dr. Paine:

I am writing this letter in support of West Virginia Department of Education's (WVDE) grant proposal to enhance literacy, numeracy and STEM content and pedagogy throughout the state of West Virginia. I am an Assistant Professor of Science Education at the College of Education and Human Services (COEHS) at Marshall University which has teamed with WVDE on several projects benefitting both teachers and students of West Virginia. I have had the opportunity to work with the kit-based science program Project SIMPLE in West Virginia through the incorporation of kit-based elementary science learning in both my elementary science methods courses, aligned with Project SIMPLE, and also my National Science Foundation (NSF) supported after-school science program called COMETS (COMmunities Educating Tomorrow's Scientists). I have also collaborated with Cabell County Schools to launch kit-based elementary science programs through the partnership program supported by the Appalachian Math Science Partnership program. Unfortunately, the NSF funding supporting both of these local kit-based programs is coming to an end. Therefore, the timing of this grant proposal is critical to leverage these previous programs and build upon the momentum within West Virginia for kit-based science programs.

As a pre-service Science teacher educator, I would like to submit this statement of support for the WVDE STEM Content Academies as proposed in the RACE to the TOP grant application. The STEM academies will impact both the delivery of quality inquiry-based science and the quality of STEM integration in each district. The roll-out of new common core standards for science will dramatically and positively impact the effectiveness of both science-teaching and learning across the state.

I welcome the opportunity to continue to advance kit-based science programs across WV. I look forward to working with WVDE and the STEM Content Academies. Please contact me at 304-696-3859 if you have any further questions.

Sincerely,

Tina J. Cartwright
Assistant Professor
Marshall University

West Virginia - Handle On Science

1610 Warwood Avenue
Wheeling, WV 26003
PHONE: (304) 277-5487 FAX: (304) 277-3503

January 12, 2010

Dear Dr. Paine,

Over the past twelve years I have worked with the K-6 teachers of science in the Northern Panhandle of West Virginia in the kit-based program, WV-Handle On Science, originally funded in part through the National Science Foundation (ESIE 9731412). This program has blended quality professional development using research based practices with exemplary curricular materials that are developmentally appropriate and standards based. The teachers who have consistently implemented the program have improved STEM learning for all students in the classroom.

Now working with the statewide SIMPLE (Science with Inquiry Modules and Problem-based Learning Experiences) we see similar results with the master trainers as they begin the second year of the project's implementation. Students who have not traditionally done well in science are now empowered to learn and to transfer the learning to real life situations. The engineering components found in kits in each grade level curriculum allow students to problem solve and to demonstrate creativity.

One of the most important components in a quality professional development model is the content development for the teacher. The WV-Handle On Science Project has utilized content specialists in the professional development sessions to allow teachers to become well versed in the content embedded in the science kits for the particular grade level. Teachers who opt for additional content development become more comfortable with the teaching of science. At the start of the WV-Handle On Science Project, only 21% of teachers agreed with the statement "I feel very well prepared teaching science" compared to 80% who agreed with the statement "I feel very well prepared teaching reading/language arts". The comfort level in teaching science doubled by the end of the intensive professional development while the reading/language arts comfort level remained constant. Additional content training for elementary teachers will serve to raise this comfort level and translate to increased achievement levels for elementary students.

Student interest begins early in life. With an emphasis on science, technology, engineering, and mathematics at the elementary level, student interest will be ignited and remain through the enthusiasm of well-prepared teachers.

If I can be of further assistance, please let me know.

Sincerely,

(b)(6)

Elizabeth Strong, WV-Handle On Science Project Director

January 7, 2010

Marty Burke
Office of Instruction
West Virginia Department of Education
Building 6, Room B--606
1900 Kanawha Boulevard East
Charleston, West Virginia 25305

Dear Marty Burke:

West Virginia State University highly supports the West Virginia Department of Education's Race to the Top Grant Application.

West Virginia State University, created under the Morrill Act of 1890 as a Land Grant Institution, is an Historically Black College and University (HBCU), located in Institute, West Virginia. West Virginia State University's Service Region prepares teachers for some of the most diverse, high-poverty public schools in the state since it is the only state supported undergraduate program serving Charleston, West Virginia and the Greater Kanawha River Valley, which is the only federally defined urban area in West Virginia.

The West Virginia Department of Education has had an outstanding reputation of working collaboratively with this institution on several instructional initiatives including their new 21st Century Content Standards and Objectives and STEM Coalition. Based on these collaborations, the institution is confident that the Department will continue to work collaboratively with us in this project too. This is a major reason for this institution's support.

The proposed grant project will impact and increase public school student achievement since it will provide a seamless transition for pre-service teacher education candidates to their roles as in-service teachers. These teachers will be given state-of the art, continuous and sustained staff development. In addition, the teachers will be equipped with the necessary knowledge, skills and professional dispositions to close the achievement gap in mathematics and sciences.

Thank you for your consideration in this matter. Please advise me regarding any additional support our institution may provide.

Sincerely,

(b)(6)

Robert L. Harrison, Jr., Ph. D., Dean
College of Professional Studies

College of Professional Studies
520 Wallace Hall
P.O. Box 1000
Institute, WV 25112-1000
Phone: (304) 766-3254

A Land-Grant Institution Established in 1891

WestVirginiaUniversity
College of Human Resources and Education

Carla Williamson
Executive Director
Office of Instruction
West Virginia Department of Education
Charleston, WV

January 12, 2009

Dear Mrs. Williamson,

We strongly support the proposal set forth by the West Virginia (WV) Department of Education to obtain U.S. Department of Education "Race to the Top" (RTTT) funding, which you will utilize to mount and sustain four strong initiatives in our state: Math and Science STEM Academies, Grade K-6; Math and Science STEM Academies, Grades 7-8; Algebra Support Targeting Grade 9 Mathematic Teachers for STEM; and High School STEM Institute. Your proposal is grounded in best practices and, if funded, will enhance considerably the delivery of inquiry based mathematics and science instruction while building a high quality and seamless STEM integration in each WV school district.

A critically important mission of our College is to prepare and sustain high quality science and mathematics teachers. Our efforts in this capacity are widespread and range from undergraduate courses in mathematics and science methods for preservice elementary teachers to NSF-funded cross-college initiatives that increase the number of high quality science and mathematics teachers in our state (Robert C. Noyce award) and engage veteran science teachers in utilizing geospatial tools to provide watershed dynamics instruction (Geosciences Education award). The WVDE RTTT proposal contains many elements that we deem as necessary and find effective in our programming, such as kit-based science for elementary and middle level instruction, science probeware for inquiry and technology enhanced learning, professional learning communities for teachers, and project-based learning to embed authentic contexts. The WVDE proposal would enable widespread utilization of these elements to strengthen the science and mathematics competence of K-12 students, who in turn, would be better prepared for post-secondary study leading to STEM careers.

Again, we convey strong support for the RTTT proposal submitted by the WVDE. As the academic entity in the state's flagship postsecondary institution that prepares teacher educators, we look forward to collaborating with WVDE and benefiting from the initiatives that you have set forth.

Sincerely

Dee Hopkins, Dean

Office of the Dean

Phone: 304-293-5703
Fax: 304-293-7565

802 Allen Hall
PO Box 6122
Morgantown, WV 26506-6122

Equal Opportunity/Affirmative Action Institution

January 11, 2010

Marty Burke
Assistant Director
Office of Instruction
WVDE
1900 Kanawha Blvd, E
Building 6 Room 608
Charleston, WV 25305

Dear Marty,

The Health Sciences and Technology Academy (HSTA) reaches out to 9th-12th grade under-represented students and follows them to college and towards professional school to help them prepare for careers in health care or science/math teaching. The goal is to nurture the ambitions of talented under-represented students who might not ordinarily choose college or science based careers. The program brings under-represented students and their teachers to campus each summer for laboratory and classroom training and enrichment activities, then provides the infrastructure and support for community-based science projects mentored by teachers, health professions students and volunteer community leaders during the school year. HSTA aims to share the resources and talents of the partnership, to encourage higher education, public school teachers' and community leaders' mentoring of students. The ultimate goal is to increase the college-going rate among under-represented students in the Appalachian region, to improve science and math education, to empower communities through leadership development of their youth, and ultimately, to increase the number of health care providers, scientists and science educators in West Virginia's currently under-served communities.

The RACE to the TOP goal for the High School STEM-focused initiatives is to support a school-based professional learning community focused on the implementation of quality STEM focused instruction and assessment across all disciplines. This directly overlaps with the mission of HSTA. As Director of HSTA, I strongly support your proposal to build quality STEM education seamlessly into each area of the state. We look forward to partnering with you to roll out cutting edge curriculum in math and science to promote STEM literacy in our professional learning communities.

Sincerely,

Ann Chester
Director
Health Sciences and Technology Academy

BUCK INSTITUTE FOR EDUCATION

ENGAGING LEARNERS SUPPORTING TEACHERS SHOWING RESULTS

January 8, 2010

Dr. Steven L. Paine
Superintendent of Instruction, West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

Dear Steven,

At this point in time, I thought it would be useful to summarize the work the Buck Institute for Education has done with West Virginia over the past few years as it has worked to transform its schools and create new learning opportunities for its students.

Since June of 2008, BIE has been working in partnership with you and the others at the Office of Instruction and the Teacher Leader Institute program of the West Virginia Department of Education. BIE staff and National Faculty have provided professional development and coaching to more than 75 TLI staff members, helping them become advanced Project Based Learning practitioners and mentors. Our collaborative focus has been on standards-based project design, performance-based summative assessments, and effective classroom management in a Project Based Learning environment.

BIE staff and National Faculty have also facilitated professional development workshops for more than 600 participants in multiple TLI summer events over the past two years, assisting teachers in the development of standards-based projects. BIE has also collaborated with WVDE staff in the development of the state's outstanding curriculum repository, hosted on the Teach 21 website. BIE and WVDE staff have worked closely to advance the development of additional tools, rubrics, protocols and materials for project design, assessment and management. In all cases, the emphasis has been on the development of 21st skills, global awareness and a deep and through understanding of content knowledge, concepts and skills.

This work has, I believe, built a solid base for the continued transformation of West Virginia schools, and increased the capacity and skills of West Virginia educators. In recognition of this, we are investing Buck Institute resources to conduct research on the impact of TLI and PBL focused instruction on classroom teaching and student learning.

In closing, let me emphasize that BIE is proud to have been part of West Virginia's educational transformation and look forward to continued partnership.

Yours sincerely,

(b)(6)

John R. Mergendoller, PhD
Executive Director

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WWW.BIE.ORG

FAIRMONT STATE UNIVERSITY

Geoscience Education

College of Science and Technology

1201 Locust Ave.
Fairmont, WV 26554
Phone: (304) 367-4393
Fax: (304) 367-4304

12 January 2010

I am writing this letter of support for the West Virginia Department of Education's (WVDE) RACE to the TOP initiative. **Fairmont State University (FSU)** current engages in the preparation of preservice and the professional development of inservice teachers. We currently house a STEM center which is designed to enhance math and science skills in local area students. The Geoscience Program is currently contracted by NASA to conduct professional development training for area teachers which includes STEM education. FSU supports the WVDE professional development endeavors by integrating Problem-based Learning modules and Kit-based science lessons into our teacher preparation programs and would welcome the chance to partner in this initiative. In addition, I currently serve as a member of the WV STEM coalition team member and am President-Elect of the West Virginia Science Teachers Association (WVSTA), an organization who is engaged in bringing 21st Century Skills to every classroom.

FSU's science education program maintains open lines of communication and works closely with the WVDE on science education initiatives. We suppport the RACE to the TOP grant application which is designed to improve the delivery of quality inquiry-based science and mathematics instruction. The grant addresses educating WV teachers in content and pedagogy, which we find we cannot adequately cover with independent, small-scale grant endeavors. The proposed *Content Academies* are consistent with our vision for teacher preparation and current professional development endeavors.

In addition, I am in a position to also pledge the support of the **NASA IV&V Educator Resource Center** for conducting professional development. The **West Virginia Science Teachers Association** can provide a platform for promotion and allocation of time and space during annual conferences for professional development.

It is, therefore, without reservation that we support this grant and will offer assistance in its implementation.

Respectfully,

Deb Hemler

Dr. Deb Hemler
Geoscience Education Coordinator
dhemler@fairmontstate.edu

FAIRMONT STATE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION INSTITUTION.

David K. Hendrickson
Chair

Brian Noland
Chancellor

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-0699
www.hepc.wvnet.edu

January 11, 2010

To Whom It May Concern:

The West Virginia Higher Education Policy Commission is dedicated to helping the state in the continued development and expansion of its research infrastructure. West Virginia's four-year public colleges and universities are an important resource for the state due to research and teacher training and collaboration with industry. This infrastructure benefits, not only higher education through the support of science, technology, engineering and mathematics (STEM) competencies for its citizens, individuals and the development of new industries in West Virginia. By working to develop a citizenry capable of participating in the STEM workforce, higher education supports the economic development of the state. Therefore, it is imperative that the Commission, and the state as a whole, place a major focus on preparing students with an exemplary STEM education through the entire educational pipeline including secondary and postsecondary education.

On behalf of the Commission, I support the West Virginia Department of Education STEM Content Academies in response to the Race to the Top grant application. The academies will impact the caliber of inquiry-based mathematics and science teaching and learning, while creating seamless STEM integration in each district. This will ultimately result in new common core standards for mathematics and science in every elementary, middle, and high school across West Virginia. This foundation is essential for college and career success in the STEM fields.

Thank you for your consideration of this important educational opportunity for the State of West Virginia. I am pleased to provide any additional information or clarification regarding the Commission's involvement in and commitment to STEM education in West Virginia.

Sincerely,

Brian Noland
Chancellor

Science and Research
West Virginia Higher Education POLICY COMMISSION

January 8, 2010

To Whom It May Concern:

The Division of Science and Research at the West Virginia Higher Education Policy Commission is dedicated to helping our state build a strong, vital and sustainable research infrastructure. This infrastructure will not only benefit higher education, but also enable future development of science, technology, engineering and mathematics (STEM) industries in West Virginia. Further, West Virginia will need a citizenry capable of participating in the STEM workforce. It is therefore imperative that we focus major efforts on preparing our students with an exemplary STEM education, not only those in higher education, but those in the K-12 community as well.

It is with great enthusiasm that I write this letter of support for the West Virginia Department of Education STEM Content Academies in response to the RACE to the TOP grant application. The academies will impact the caliber of inquiry-based mathematics and science teaching and learning, while creating seamless STEM integration in each district – ultimately resulting in new common core standards for mathematics and science in every elementary, middle and high school across West Virginia.

Thank you for considering this important educational opportunity for our state. I am pleased to provide any additional information or clarification regarding our involvement in and commitment to STEM education in West Virginia.

Sincerely,

(b)(6)

Paul Hill
Vice Chancellor
Division of Science and Research
West Virginia Higher Education Policy Commission

WestVirginiaUniversity.
Eberly College of Arts and Sciences

January 11, 2010

Lynn Baker, NBCT
Office of Instruction
Building 6 Room 608
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

Dear Lynn:

Thanks for the chance to support the Race to the Top proposal of the West Virginia Department of Education. I have been involved in several WVDoE initiatives in the past, including Project MERIT professional development courses, WvEB Mathematics, and ongoing service on special projects such as College Transition Units, ACT guidelines, and Calculator Usage, and I always appreciate the chance to contribute and the receptivity of the Department of Education to suggestions from Higher Education. Also WVU is involved in several projects focused on STEM initiatives, including an NSF Louis Stokes project to increase participation of underrepresented groups in STEM degree programs, and the RTTT proposal has the promise to increase our recruiting base for that program.

The STEM content academies that are proposed have the potential to substantially improve the classroom performance of individual teachers, which is the focus of RTTT. The shift from school accountability to teacher accountability is a healthy change in my opinion. I would welcome the chance to work with teachers in a Math Science STEM academy, and to develop common core standards for mathematics in West Virginia schools.

Sincerely,

Michael E. Mays
Eberly Professor for Outstanding Teaching
Director, Institute for Math Learning

Department of Mathematics
320 Armstrong Hall
PO Box 6310
Morgantown, WV 26506-6310

Phone: 304-293-2011
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Equal Opportunity/Affirmative Action Institution

MARSHALL UNIVERSITY®
www.marshall.edu

College of Education and Human Services
Office of the Executive Dean

8 January 2010

West Virginia Department of Education
1900 Kanawha Boulevard East,
Charleston, WV 25305

Dear Dr. Paine:

I am writing this letter to support West Virginia Department of Education's(WVDE) grant proposal to enhance literacy, numeracy and STEM content and pedagogy throughout the state of West Virginia. The College of Education and Human Services (COEHS) at Marshall University has teamed with WVDE on many projects to the ultimate benefit of the students in West Virginia schools. Most recently, the kit based science initiatives through Project SIMPLE have allowed faculty and students at Marshall University to partner with WVDE, other education agencies and area educators to implement research based science and mathematics that provide students with a real life context to learn truly integrated content. The COEHS has also worked closely with WVDE in the development of state Content Standards and Objectives, performance criteria and assessment tools. WVDE has always welcomed the involvement of representatives from higher education in tasks of such importance.

The STEM Academies that are proposed by WVDE can provide students in West Virginia with an opportunity to engage in math and science that is rigorous and relevant. Through STEM Academies, teachers can deliver the most rigorous mathematics and science content using delivery methods that are most relevant to students. These STEM Academies can become models for quality schools across West Virginia as well as to other states. This can result in positive change in every elementary, middle and high school in the state. Using common core standards, the STEM Academies can move students toward greater confidence in STEM fields and entry into STEM careers. This can also impact enrollments of students in STEM fields at the IHEs in the state.

I give the proposed STEM Academies as proposed in the West Virginia Department of Education's Race to the Top grant application my fullest support. Please contact me at (304) 696-2890 if I can be of any further assistance.

Sincerely,

Stan Maynard

Dr. A. Stan Maynard, Associate Dean
College of Education and Human Services

Kelley Goes, Secretary
Department of Commerce
State Capitol
Building 6, Room 525
Charleston, WV 25305-0311

State of West Virginia
Joe Manchin III
Governor

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Email: Kelley.M.Goes@wv.gov
www.wvcommerce.org

January 12, 2010

The Honorable Joe Manchin III
Governor, State of West Virginia
1900 Kanawha Boulevard East
Charleston, West Virginia 25305

Dear Governor Manchin,

I write in support of the West Virginia Department of Education's application for Race to the Top funding. As both Cabinet Secretary for the West Virginia Department of Commerce and as member of the 21st Century Jobs Cabinet, I have been part of discussions relating to the Race to the Top funding from the beginning, and I am convinced that this application and funding represent the future of our great state.

From an economic development perspective, the single most important item to any company – whether investing for the first time or expanding – is the quality of the workforce. Simply put, a company cannot make money if the workforce cannot produce the good and services it offers. Accordingly, investing the quality education is an essential step in preparing a well-educated and skilled workforce.

The state's application addresses key areas of education that are proven essentials in accomplishing educational goals: assessment; professional development and career planning; quality instruction; a comprehensive student data system; robust technical support for our lower performing schools. These targets spread quality throughout the school system in our state, providing a level playing field for even our most rural schools. In short, this proposal not only provides economic development – it also provides a quality of life and opportunities for all of West Virginia.

With these programs West Virginia can serve as a model for other school systems demonstrating what measures work throughout our demographics. One of the benefits of being a small state is that we are more easily observed and measured, and we can be more nimble in adapting to data input. I am hopeful that lessons here can be shared with other districts in other states.

From my perspective, there is no single more important issue facing West Virginia today than educating our youngsters – and doing so with robust and innovative technology. West Virginia cannot let this opportunity slip by. I voice my strongest support for the Race to the Top application and stand ready to offer any support that I can to this effort.

Sincerely,

Kelley M. Goes
Cabinet Secretary

www.visionshared.com

Gov. Joe Manchin III
1900 Kanawha Blvd. E.
Charleston, WV 25305

Jan. 11, 2010

Dear Gov. Manchin,

It is with great honor that I write to show my support for the state of West Virginia's application for U.S. Department of Education competitive grant funding, aka Race to the Top.

Vision Shared is a statewide nonprofit community and economic development organization in West Virginia. Over the next few years, my board of directors wants one of our key areas of focus to be education/workforce development. Learning that West Virginia's Race to the Top application has prioritized literacy, numeracy, improving post-secondary/career readiness and ensuring that students are acquiring 21st Century skills is music to my ears. In addition, West Virginia's intent to create "Back Porch" professional learning environments coupled with an enhanced focus on accountability and support for all those in the education system (students, parents, teachers, etc.) means we will be making the highest and best use of Race to the Top funding.

At Vision Shared, our goals are to strengthen the economy, reshape communities, promote progressive government and improve the quality of life for West Virginians. Accomplishing these goals requires the kind of public-private collaboration that embodies how Vision Shared operates. We look forward to continuing our partnership with state government, particularly in the area of public education. Race to the Top funding will give West Virginia the resources it needs to continue the evolution of our public education system, allowing us to maintain programs that are working well and develop new ways to elevate the educational attainment of our students.

Gov. Manchin, West Virginia's plans for public education are ambitious but absolutely achievable, and you are to be commended. Our beautiful state is in the process of rewriting its future, of erasing decades of sub-par economic performance and negative stereotypes. This isn't an easy task, but your leadership and willingness to embrace new ideas have given all of us hope for a bright future where West Virginia is a global competitor. Securing race to the Top Funding is critical to our success. We must focus our attention on our students and give them the best start in life through your early education programs and continue that standard of excellence in their schooling years. Thank you for being the leader West Virginia needs, and please know that Vision Shared stands ready to help.

Most sincerely,

(b)(6)

Juliet A. Terry
President
Vision Shared Inc.

1116 Smith Street Charleston, WV 25301 · (304) 344-4244 office · (304) 344-4435 fax

January 12, 2010

Governor Joe Manchin III
The Office of the Governor
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Dear Governor Manchin:

On behalf of the Governor's 21st Century Jobs Cabinet, we commit to the chorus of those voicing support for the Race to the Top application submitted to you by the West Virginia Department of Education. We applaud the diligence put forth by the Department of Education in preparing this document and lend to it our full support.

The efforts of the West Virginia Department of Education in addressing uniform standards and assessments are very timely. The adoption of the Common Core State Standards and the move toward developing a professional development curriculum around these standards is vital. This, along with the effort to align all assessments to the Common core standards, will allow all West Virginia students to be comparable to our national and global counterparts.

The new system designed to align the assessments of new teachers with those of experienced teachers is critical in providing consistent and excellent teaching for our students. The newly created process for reforming our teacher preparation programs—which includes self-analysis, peer review, and program approval—is comprehensive and detailed. Also, the new opportunities for career advancement—both in compensation and professional development—that West Virginia's application includes is critical in the recruitment, retention, and development of highly qualified teachers.

Finally, the new methods created for identifying and implementing change to West Virginia's struggling schools is one of the most important aspects of this application. From creating a tiered list of low performing schools to creating specific school-based professional development for these institutions, these new measures will provide comprehensive support for West Virginia's lowest performing schools.

Secretary Duncan has issued a call to action and West Virginia cannot let this opportunity for reform pass us by. Again, the Jobs Cabinet wholeheartedly supports this important effort and looks forward to the opportunity to assist in creating real change for all West Virginia students, enabling them to successfully compete in this 21st Century jobs marketplace.

Sincerely,

Gayle C. Manchin
First Lady of West Virginia
Co-Chairman, 21st Century Jobs Cabinet

Ralph H. Baxter
Chairman and CEO, Orrick
Co-Chairman, 21st Century Jobs Cabinet

Joe Manchin III
Governor

West Virginia
CENTER FOR
PROFESSIONAL
DEVELOPMENT
www.wvcpd.org

208 Hale Street
Charleston, WV 25301

January 12, 2010

Governor Joe Manchin III
1900 Kanawha Boulevard East
Charleston, WV 25305

Dear Governor Manchin:

On behalf of the West Virginia Center for Professional Development, I write to express our support for West Virginia's Race to the Top (RTTT) application. As CEO of an education agency and as a member of your 21st Century Jobs Cabinet, I realize the importance of ensuring a coordinated and focused education support system that connects across the educational community.

As you know, the mission of our organization is to advance the quality of teaching and management in the schools of West Virginia through (1) the implementation of statewide training, professional staff development, and technical assistance programs and practices to assure the highest quality in teaching and management; and (2) the provision of technical and other assistance and support to regional and local education agencies in identifying and providing high quality professional staff development and training programs and implementing best practices to meet their locally identified needs. We provide professional development that is directly linked to WV Teaching Standards including mentoring, new teacher induction, Advanced Placement, training of new and experienced principals, and instruction that builds the skills needed to effectively evaluate personnel.

Our agency will work closely with your office, the WV Department of Education, and all state agencies to provide leadership and support for the application of the Race to the Top.
As funds are awarded, the West Virginia Center for Professional Development looks forward to partnering with all entities involved for successful implementation of the RTTT initiative.

Very truly yours,

(b)(6)

Dr. Dixie Billheimer, CEO

The Education alliance
Business and Community for Public Schools

Patricia S. Kusimo, Ph. D.
President / CEO

January 12, 2010

Governor Joe Manchin III
State of West Virginia
Governor's Mansion
1716 Kanawha Blvd. E
Charleston, WV 25305

Dear Governor Manchin:

I am pleased to write this letter in support of the State of West Virginia's application to the Race to the Top.

Much like the West Virginia Department of Education, The Education Alliance, West Virginia's statewide nonprofit public education fund, is dedicated to improving the educational practices that produce higher levels of student achievement, increase on time high school completion rates and help students prepare for careers and postsecondary education. Similarly, The Education Alliance is concerned about the chronic and persistent problems in low-performing schools.

The benefits of receiving a Race to the Top grant would make a tremendous impact on the quality of learning present in West Virginia classrooms and the types of future workers produced by our public school system.

I support this application and its promise to strengthen the educational infrastructure in West Virginia. I look forward to partnering with the West Virginia Department of Education on this project and wish you every success.

Sincerely,

(b)(6)

Patricia S. Kusimo, Ph.D.
President/CEO

Mailing Address: P. O. Box 3071 • Charleston, West Virginia 25331-3071
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B. Keith Fulton
President
West Virginia

verizon

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January 12, 2010

The Honorable Joe Manchin III
Office of the Governor
1900 Kanawha Boulevard, East
Charleston, West Virginia 25303

Dear Governor Manchin:

I was pleased to learn recently that the West Virginia Department of Education is submitting an application for funding under the United States Department of Education's Race to the Top program. On behalf of Verizon, I am writing to express our company's strong support for that application.

With several thousand jobs in biometrics, aerospace manufacturing and other 21st century industries, West Virginia has made great strides toward expanding its knowledge-based economy. However, as a small state in terms of population, West Virginia is constantly challenged to provide an ample workforce with the skills required to attract and retain those kinds of 21st century jobs.

As a proud member of First Lady Gayle Manchin's 21st Century Jobs Council, I am acutely aware of our state's aggressive commitment to meeting that workforce challenge.
Under your, Mrs. Manchin's and State Superintendent of Schools Dr. Steven Paine's collective leadership, a renewed spirit of innovation and excellence in the classroom is leading to more and more West Virginia students gaining the basic and critical-thinking skills they need to succeed in post-secondary education and the workplace.

Taking the next steps in closing achievement gaps across our schools and implementing additional innovative classroom strategies requires resources. I have every confidence that a United States Department of Education's investment in our state, through a Race to the Top grant, will be directed in such a way that it will produce measurable results for our students, their families and our state.

Again, on behalf of all of us at Verizon, thank you for your commitment to helping to equip West Virginia students with the skills they need to succeed in today's classroom and economy. I look forward to hearing of our state's Race to the Top award and the new educational opportunities it will create.

Sincerely,

(b)(6)

CLAUDE
WORTHINGTON
BENEDUM
FOUNDATION

January 11, 2010

The Honorable Joe Manchin
Governor of West Virginia
1900 Kanawha Boulevard, East
Charleston, WV 25305

Dear Governor Manchin:

1400 Benedum-Trees Building
223 Fourth Avenue
Pittsburgh, Pennsylvania 15222

Telephone 412/288-0360
Facsimile 412/288-0366
From West Virginia 800/223-5948

I am writing in support of the West Virginia application for Race To The Top funding. The Claude Worthington Benedum Foundation has worked closely with the West Virginia Department of Education, the Governor's Office, and the State Legislature on many initiatives that are aligned with the objectives of Race To The Top: standards and assessment, quality teachers, comprehensive data systems, and attention to low performing schools. Examples of Benedum/West Virginia state partnerships include: creating new standards for teachers, and linking tenure and promotion to authentic assessment; launching teacher-led learning communities and teacher-leader coaching; preparing new teachers through professional development schools; implementing national 21st Century Learning standards; and supporting community-based programs for low-income districts. We anticipate 2010 involvement in "innovation zone" schools seeking regulatory waivers for non-traditional schools, and we plan to continue our support of advanced student and teacher assessment.

Race To The Top provides an unparalleled opportunity for West Virginia to build on these efforts and proceed with plans for a new multi-modal student assessment system, a new teacher performance assessment system, a career ladder and professional development plan that builds on quality instruction, a comprehensive and longitudinal student data system that will serve as the cornerstone for instructional planning, and finally, more robust technical support to low-performing schools.

West Virginia provides a unique learning laboratory for the U.S. Department of Education to test educational reform in a rural state. The West Virginia Department of Education has a close working relationship with you, the Legislature, and institutions of higher education. West Virginia has a diverse mix of communities, from the Eastern Panhandle commuter towns of Washington D.C., to the sparsely populated coal fields of Southern West Virginia. However, despite regional differences, there is a strong willingness to share lessons learned among schools and communities across the state.

For these reasons, and because of the vision of change evidenced by the State's educational leaders, I sincerely hope that the U.S. Department of Education will give West Virginia very serious consideration for a Race To The Top award.

Yours truly,

(b)(6)

William P. Getty
President

JOE MANCHIN III
GOVERNOR

STATE OF WEST VIRGINIA
DEPARTMENT OF EDUCATION AND THE ARTS
OFFICE OF THE CABINET SECRETARY
STATE CAPITOL BUILDING 5, ROOM 205
1900 KANAWHA BOULEVARD, EAST
CHARLESTON, WV 25305

KAY GOODWIN
CABINET SECRETARY

January 11, 2010

Governor Joe Manchin III
The Office of the Governor
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Dear Governor Manchin,

It is my great honor and a distinct pleasure to write on behalf of the West Virginia Department of Education's application for the Race to the Top funds. I have been involved in the discussions on Race to the Top from the beginning, and I wholeheartedly endorse West Virginia's application.

The efforts of the West Virginia Department of Education in regards to standards and assessments are very timely. The adoption of the Common Core State Standards and the move toward developing a professional development curriculum around these standards is critical. This, along with the effort to align all assessments to the Common Core State Standards, will truly benefit all of West Virginia's children.

The new system set up to align the assessments of new teachers with those of experienced teachers is essential in providing consistent and excellent teaching. The proposed process for reforming our teacher preparation programs—which includes self-analysis, peer review, and program approval—is thorough and well thought out. I also believe the new opportunity for career advancement—both in compensation and professional development—that West Virginia's application includes is vital in recruiting, retaining, and cultivating the best teachers.

Finally, I believe that the new methods created for identifying and nurturing West Virginia's struggling schools is one of the most exciting things that the Race to the Top application caused to be has addressed. From creating a tiered list of low performing schools to creating specific school-based professional development for these institutions, these new measures will provide comprehensive support for West Virginia's struggling schools.

The Federal Department of Education has issued a call to action and West Virginia cannot let this opportunity for change and reform pass us by. Again, I would like to join the chorus of those lending their support for this important effort.

Sincerely,

Kay H. Goodwin

Kay H. Goodwin

PHONE: (304) 558-2440
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STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES
Office of the Secretary
State Capitol Complex, Building 3, Room 206
Charleston, West Virginia 25305
Telephone: (304) 558-0684 Fax: (304) 558-1130

Joe Manchin III
Governor

Patsy A. Hardy, FACHE, MSN, MBA
Cabinet Secretary

January 11, 2010

The Honorable Joe Manchin III
Governor, State of West Virginia
1900 Kanawha Boulevard, East
State Capitol Building
Charleston, West Virginia 25305

Dear Governor Manchin:

The Department of Health and Human Resources fully supports the Department of Education's (DOE) **Race to the Top** application. We will, without question, provide whatever sustaining assistance as is appropriate to assure successful outcomes.

Gains in student achievement that improve our high school graduation rates and undergird college and career readiness are goals that serve and support West Virginia's future and affect every West Virginian; a healthy and productive workforce is essential to our future.

The Department of Health and Human Resources has and continues to work with the Department of Education on a variety of endeavors including the Kids First Screening Initiative uniting parents, health professionals, and teachers to give a positive start to the educational experience, and the Commission to Study the Residential Placement of Children, assuring a positive experience should out-of-home placement be necessary.

Again, we fully support the Department of Education's **Race to the Top** application.

Sincerely,

Patsy A. Hardy
Cabinet Secretary

PAH/dgg

Appendix A-8: NAEP and ESEA Results

Table 1. Basic descriptive facts about West Virginia's public education system, 2008–09

Number of districts	55
Number of schools	704
Average enrollment, elementary schools	320
Average enrollment, middle schools	392
Average enrollment, high schools	701
Number of students	281,833
White students	92.4%
Black students	5.3%
Hispanic students	1.0%
Asian students	0.7%
American Indian students	0.1%
Students eligible for free or reduced-price lunch	51.9%
Students with disabilities	15.7%
LEP students	0.6%
Migrant students	0.0%
Pupil/teacher ratio	14.2
Average class size	20.0
Graduation rate	84.0%
Dropout rate	2.7%
Per pupil expenditure	$9,054

Source: West Virginia NCLB report card and West Virginia Office of Assessment and Accountability data tabulations.

Table 2. West Virginia students' performance since 2000 on the National Assessment of Educational Progress (NAEP) in mathematics, reading, and writing

			Scale Score				Achievement Level	
			West Virginia		National Public		At or above Proficient	
Subject	Grade	Year	Avg.	SE	Avg.	SE	Pct.	SE
Mathematics	4	2009	233	(0.8)	239	(0.2)	28	(1.2)
		2007	236	(0.9)	239	(0.2)	33	(1.4)
		2005	231	(0.7)	237	(0.2)	25	(1.3)
		2003	231	(0.8)	234	(0.2)	24	(1.2)
		2000	223	(1.3)	224	(1.0)	17	(1.3)
	8	2009	270	(1.0)	282	(0.3)	19	(0.9)
		2007	270	(1.0)	280	(0.3)	19	(0.9)
		2005	269	(1.0)	278	(0.2)	18	(1.0)
		2003	271	(1.2)	276	(0.3)	20	(1.3)
		2000	266	(1.2)	272	(0.9)	17	(1.0)
Reading	4	2007	215	(1.1)	220	(0.3)	28	(1.1)
		2005	215	(0.8)	217	(0.2)	26	(0.9)
		2003	219	(1.0)	216	(0.3)	29	(1.4)
		2002	219	(1.2)	217	(0.5)	28	(1.4)
	8	2007	255	(1.0)	261	(0.2)	23	(1.1)
		2005	255	(1.2)	260	(0.2)	22	(1.2)
		2003	260	(1.0)	261	(0.2)	25	(1.1)
		2002	264	(1.0)	263	(0.5)	29	(1.5)
Writing	4	2002	147	(1.3)	153	(0.5)	19	(1.5)
	8	2007	146	(1.1)	154	(0.3)	22	(1.1)
		2002	144	(1.4)	152	(0.6)	21	(1.4)

Source: NCES State Profiles, http://nces.ed.gov/nationsreportcard/states

Table 3. West Virginia student subgroup performance since 2000 on the National Assessment of Educational Progress (NAEP) in mathematics, reading, and writing

			SwD		Not SwD		FRL		Not FRL		Black		All others	
			Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE	Avg.	SE
Math	4	2009	217	(1.7)	236	(0.8)	227	(0.9)	241	(0.9)	225	(2.3)	233	(0.9)
		2007	222	(1.6)	239	(0.8)	229	(0.9)	244	(1.0)	223	(3.1)	237	(0.8)
		2005	215	(1.7)	234	(0.8)	225	(0.7)	238	(1.1)	226	(2.6)	231	(0.7)
		2003	208	(2.0)	234	(0.8)	225	(0.9)	237	(1.0)	221	(2.7)	231	(0.8)
		2000	198	(3.9)	226	(1.1)	216	(1.5)	231	(1.2)	205	(4.0)	224	(1.2)
	8	2009	237	(3.0)	276	(0.9)	262	(1.3)	280	(1.1)	263	(2.6)	271	(1.0)
		2007	237	(2.3)	276	(0.8)	260	(1.5)	279	(1.0)	250	(4.5)	271	(0.9)
		2005	235	(2.2)	275	(0.9)	259	(1.2)	278	(1.2)	251	(4.2)	270	(0.9)
		2003	232	(2.5)	277	(1.1)	261	(1.4)	280	(1.3)	253	(4.0)	271	(1.2)
		2000	221	(4.6)	273	(1.0)	252	(1.8)	276	(1.4)	247	(6.8)	267	(1.3)
Reading	4	2007	178	(2.6)	222	(0.9)	206	(1.2)	225	(1.2)	202	(2.9)	216	(1.1)
		2005	190	(2.5)	218	(0.9)	206	(1.1)	225	(1.2)	202	(3.2)	215	(0.8)
		2003	192	(3.4)	221	(1.0)	212	(1.2)	228	(1.4)	203	(3.7)	220	(1.0)
		2002	192	(4.5)	220	(1.2)	210	(1.5)	228	(1.2)	207	(4.7)	220	(1.1)
	8	2007	210	(2.3)	262	(1.0)	246	(1.4)	263	(1.1)	241	(2.8)	256	(1.1)
		2005	221	(3.5)	259	(1.2)	245	(1.5)	263	(1.4)	236	(3.7)	256	(1.2)
		2003	223	(2.7)	264	(0.9)	252	(1.2)	267	(1.2)	248	(2.9)	260\	(1.0)
		2002	225	(3.4)	267	(1.0)	255	(1.3)	269	(1.1)	242	(4.3)	264	(1.0)
Writing	4	2002	106	(2.9)	151	(1.4)	140	(1.4)	155	(1.8)	146	(4.1)	147	(1.3)
	8	2007	101	(2.3)	154	(0.9)	137	(1.3)	155	(1.2)	136	(3.6)	147	(1.1)
		2002	104	(2.4)	151	(1.3)	134	(2.0)	153	(1.6)	136	(4.6)	145	(1.4)

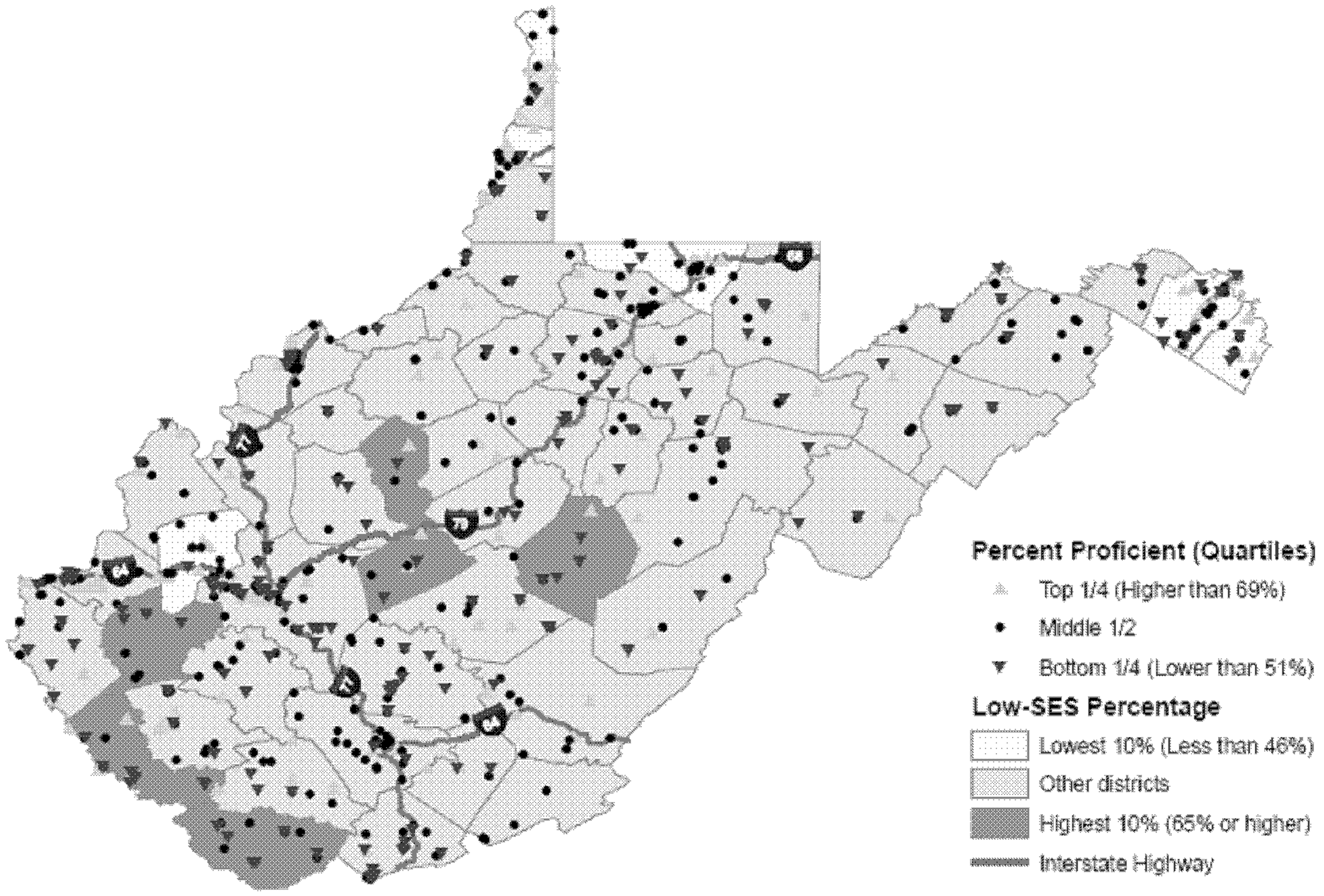
Source: NCES NAEP Data Explorer, at http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx.

Table 4. West Virginia students' performance on WESTEST since 2003 in reading and mathematics by subgroup (in percent proficient)

Year	Reading				Mathematics			
	All	Black	FRL	SwD	All	Black	FRL	SwD
2009	80	na	na	na	76	na	na	na
2008	80	73	73	39	75	64	67	39
2007	80	72	73	40	76	64	68	41
2006	80	72	73	38	75	62	67	38
2005	79	69	71	35	73	60	64	34
2004	78	66	68	33	69	52	58	28
2003	77	na	na	na	68	na	na	na

Source: West Virginia NCLB report card and Office of Assessment and Accountability tabulations.

Figure 1. Spatial Distribution of West Virginia Schools by 2009 WESTEST Performance



Sources: Performance data from West Virginia Office of Assessment and Accountability, school district boundary files from U.S. Census Bureau, school latitude and longitude data from NCES Common Core of Data

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices
Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

 National Validation Committee. CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.

 Develop End-of-High-School Expectations. CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

 Develop K-12 Standards in English Language Arts and Math. CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

 Adoption. The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures from the State of West Virginia

Governor: _____

Chief State School Officer: _____

Speaker of the House of Delegates: _____

President of the Senate:

Appendix B-2: Participating States - Common Core State Standards Initiative

Source: http://www.corestandards.org/

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming**.

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as 2 + 3 and the 6 as 2 × 3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

> Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

> Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

> Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics.* Specifically, *"Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up*. *"Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x + y)^2 - (x - y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x - 3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity*:*** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Appendix B-4: Evidence of International Benchmark Standards

Evidence for Individual Math Standards

What follows is a sample of sources consulted in the drafting of the core math standards. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to standard #2 (Number) are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core math standard to which it corresponds. For more information on sources and how they were used in the drafting of the math standards, please refer to the "College and Career Readiness Standards for Mathematics."

1. Mathematical Practice

No Illustrative International Benchmarks

2. Number

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Number Strand p. 3
- **Belgium** - 2 Number theory and algebra strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 1. Numbers and Coordinate system, pgs. 31-32
- **England** - Number and Algebra
- **Hong Kong** - Number and Algebra Dimension
- **India** - Number Systems Unit, Grade 9
- **Ireland** – Leaving Certificate - Arithmetic
- **Japan** - Math I course
- **Korea** - Strand A Numbers and Operations
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Quantity Overarching Idea (p. 89-92)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Number
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra)
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

3. Quantity

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Number Strand
- **China** - Numbers and Algebra ; Space and Figures Strands
- **England** - Geometry and Measures Strand
- **Hong Kong** - Measures, Shape and Space Dimension
- **Singapore** - Topic 1 Numbers and Algebra; Topic 2 Geometry and Measurement
- Program for International Student Assessment (PISA), (2006) - Quantity Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Number
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Shape, space and measures

4. Expressions

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **Belgium** - 2 Number theory and algebra Strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 3. Polynomials, pgs. 32-33
- **England** - Number and Algebra
- **Finland** - MAB1 Expressions and equations
- **Hong Kong** - Number and Algebra Dimension
- **India** - Algebra Unit, Grade 10
- **Ireland** – Leaving Certificate - Algebra
- **Japan** - Math I course p. 59
- **Korea** - Strand B Variables and Expressions
- **Singapore** - Topic 1 Numbers and Algebra
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra)
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

5. Equations

Illustrative International Benchmarks

- **Alberta** - General Outcomes – Patterns and Relations Strand
- **Belgium** - 2 Number theory and algebra Strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 3. Polynomials, pgs. 32-33
- **England** - Number and Algebra
- **Finland** - MAB1 Expressions and equations
- **Hong Kong** - Number and Algebra Dimension
- **India** - Algebra Unit
- **Ireland** – Leaving Certificate - Algebra
- **Japan** – Math I course; Math II course
- **Korea** - Strand B Variables and Expressions
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea (p. 86-89)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Functions and Equations, pgs. 4-5; Prior Knowledge (Number and Algebra), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

6. Functions

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **Belgium** - 3 Real functions
- **China** - Numbers and Algebra strand

- **Chinese Taipei** - 4. Exponent and logarithm; 5. The basic concept of trigonometric functions, pgs. 33-34
- **England** - Number and Algebra
- **Finland** - MAB3 Mathematical Models 1; MAB4 Mathematical analysis; MAB6 Mathematical Models II
- **Hong Kong** - Number and Algebra Dimension
- **India** - Sets and Function, Grade 11
- **Ireland** – Leaving Certficate, Functions and Calculus
- **Japan** - Math I course; Math II course
- **Korea** - Strand D Functions
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Functions and Equations, pgs. 4-5
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

7. Modeling

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **China** - Numbers and Algebra Strand
- **England** - Number and Algebra
- **Finland** - MAB3 Mathematical Models 1; MAB6 Mathematical Models II
- **India** - Mathematical Modeling
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea (p. 86-89)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

8. Shape

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Shape and Space Strand
- **Belgium** - 4 Geometry
- **China** - Mathematics 2; Space and Figures Strand
- **Chinese Taipei** – 6. Characters and application of trigonometric (sic), pg. 34; 2. Straight line and plane of space; 4. Conic section, pgs. 35-36
- **England** - Geometry and Measures Strand
- **Finland** - MAB2 Geometry
- **Hong Kong** - Measures, Shape and Space Dimension
- **India** - Geometry Unit
- **Ireland** - Geometry
- **Japan** - Math II Course; Math A Course
- **Korea** - Strand C Geometry
- **Singapore** - Topic 2 Geometry and Measurement (starting on page 7)
- Program for International Student Assessment (PISA), (2006) - Space and Shape Overarching Idea (p.83-86)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Geometry
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Geometry), pgs. 3

- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Shape, space and measures

9. Coordinates

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Shape and Space Strand
- **Belgium** - 4 Geometry
- **China** - Mathematics 2; Space and Figures Strand
- **Chinese Taipei** – First Year, 1. Numbers and Coordinate system, pgs. 31-32; Second Year, 1. Vector, pg. 35
- **England** - Geometry and Measures Strand ; Number and Algebra
- **Finland** - MAB2 Geometry
- **Hong Kong** - Measures, Shape and Space Dimension
- **India** - Geometry and Mensuration Units
- **Ireland** - Coordinate Geometry
- **Japan** – Math II Course; Math B Course
- **Korea** - Strand C Geometry
- **Singapore** - Topic 2 Geometry and Measurement
- Program for International Student Assessment (PISA), (2006) - Space and Shape Overarching Idea; Change and Relationships Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra; Geometry
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra, and Geometry), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra; Geometry

10. Probability

Illustrative International Benchmarks

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- **Alberta** - General Outcomes - Statistics and Probability Strand
- **Belgium** - 5 Statistics
- **China** - Mathematics 3; Statistics and Probability Strand
- **Chinese Taipei** – Second Year, 5 Permutation and Combination, p. 37
- **England** - Statistics Strand
- **Finland** - MAB5 Statistics and Probability
- **Hong Kong** - Data Handling Dimension
- **India** - Statistics and Probability Unit, Grade 11
- **Ireland** Discrete Mathematics and Counting
- **Japan** - Math A Course; Math C Course
- **Korea** - Strand E Probability and Statistics
- **Singapore** - Topic 3 Statistics and Probability
- Program for International Student Assessment (PISA), (2006) - Uncertainty Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Data and Chance
- International Baccalaureate, Mathematics Standard Level, (2006) - Statistics and Probability, pgs. 6-8
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Handling Data

11. Statistics

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Statistics and Probability Strand
- **Belgium** - 5 Statistics
- **China** - Mathematics 3; Statistics and Probability Strand
- **Chinese Taipei** – Second Year, 6 Probability and Statistic, pg. 37-38
- **England** - Statistics Strand
- **Finland** - MAB5 Statistics and Probability
- **Hong Kong** - Data Handling Dimension
- **India** - Statistics and Probability Unit, Grade 11
- **Ireland** - Discrete Mathematics and Counting (p.27 and 28)
- **Japan** - Math B Course; Math C Course
- **Korea** - Strand E Probability and Statistics
- **Singapore** - Topic 3 Statistics and Probability
- Program for International Student Assessment (PISA), (2006) - Uncertainty Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Data and Chance
- International Baccalaureate, Mathematics Standard Level, (2006) - Statistics and Probability, pgs. 6-8
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Handling Data

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Reading Evidence

Reading 1. Determine both what the text says explicitly and what can be inferred logically from the text.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.a)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B6, B7)
3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.4.a, Higher; 5.5.a, Ordinary)
4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (see 1.4, Grade 12 Reading & Literature Studies)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.d, 8.2.d, 8.3.c)

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Levels 2 and 4) (PISA 2006, Vol. 1, full PDF)
• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. (pgs. 112-115, esp. pg.114 "Retrieving Information")

Reading 2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.

No Illustrative International Benchmarks

Reading 3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.b)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B6, B7)

3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullet 2)
4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a; 4.1.1.c)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Reading & Literature Studies)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.b, 8.2.b, 8.3.a)

• Organization for Economic Cooperation and Development. (2006). PISA 2006: *Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 full PDF)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (see pg. 114, "Forming a Broad General Understanding")

Reading 4. Delineate the main ideas or themes in the text and the details that elaborate them.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.b; 10/20/30.2.3.2.f)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see B6, B7)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullet 2)
4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3 and 1.6, Grade 12 Reading & Literature Studies)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Knowledge 1; Unit 2, Outcome 1, Key Skill 2; Unit 3, Outcome 2, Key Knowledge 2)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.a-b)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (Did not participate in PISA) (see 8.1.b-c, 8.2.b; 9.1.c)

• Organization for Economic Cooperation and Development. (2006). PISA 2006: *Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 full PDF)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris,

France: Organization for Economic Cooperation and Development. (see pg. 114, "Forming a Broad General Understanding")

Reading 5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.

Illustrative International Benchmarks

A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.b)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullets 3 and 10; Language Development bullet 2, dash 2)
4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.b, Higher Level)
5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Reading & Literature Studies)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.a; 2.2.k)

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Level 3)(PISA 2006, Vol. 1 full PDF)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Developing an Interpretation")

Reading 6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.d; 30.2.3.1.c; 20/30.2.3.2.d; 10/20/30.5.1.1.c)

2. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Knowledge 1)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.d; 8.2.d)

Reading 7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. Alberta, Canada: *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.f)
2. British Columbia, Canada: *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see B6; B13)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (Listening, bullet 8; Reading, bullets 1 and 12)
5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12, see 3.1-3.3, Reading and Literature Studies)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 1, Key Knowledge 4)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.d)

Reading 8. Analyze how specific word choices shape the meaning and tone of the text.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.f; 20.2.1.2.e; 30.2.2.2.b and c)
2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B13)
3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1; AI 5.CC.3)
4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.3.1.a; 4.1.1.h)
5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) Outcome 4; C-4, 4.1, 4.2, 4.3, HSC; C-4, 4.1, 4.2, Preliminary and C-7.1, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Reading and Literature)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 2, Key Knowledge 1)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.j; 2.2.m)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 6.b)

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF).

Reading 9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.2.1.a; 30.2.2.1.c)
2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B12)
3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1)
4. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading, bullet 10)
5. **Ireland**: *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.b; 4.4.1.c; 4.1.1.h; 5.5.b, Ordinary Level; 5.4.c, Higher Level)
6. **New South Wales, Australia**: *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-4, 4.1, 4.2)
7. **Ontario, Canada**: *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.6, Grade 12 Reading and Literature)
8. **Victoria, Australia**: *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 4, Outcome 2, Key Knowledge 1 and Skill 1; Unit 1, Outcome 1, Key Skills 1 and 4; Unit 1, Outcome 2, Key Knowledge 1 and 2; Unit 2, Outcome 1, Key Knowledge 2 and 4 and Skill 1; Unit 3, Outcome 1, Key Knowledge 2 and Skill 1; Unit 2, Outcome 3, Key Knowledge 2)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England**: *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.k)
2. **Singapore**: *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 6.b, 7.c)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 116, "Reflecting on and Evaluating the Form of a Text")

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF)

Reading 10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.b; 10/20/30.2.3.2.f)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1)

3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Reading & Literature Studies)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.a)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.c)

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Level 3) (PISA 2006, Vol. 1 full PDF)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills. Paris, France: Organization for Economic Cooperation and Development.* (see pgs. 112-115, esp. pg.114 "Retrieving Information," and "Forming a Broad General Understanding")

Reading 11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B12)
2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Numeracy Skills, Senior Secondary, bullet 2 and 1 and 2)
3. **Ontario, Canada**: *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.1, Grade 12 Reading and Literature)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore**: *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.a)

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 290, example PISA item "Lake Chad," and pg. 288 example PISA item "Labour") (PISA 2006, Vol. 1 full PDF)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pgs. 110-111, "Non-Continuous Texts")

Reading 12. Extract key information efficiently in print and online using text features and search techniques.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see

10/20/30.3.2.1.b, 10/20/30.2.1.4.a)

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see B6)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.a, 8.1.b)

Reading 13. Ascertain the origin, credibility, and accuracy of print and online sources.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.2.a, 10/20/30.3.2.2.c, 10/20/30.3.2.2.d)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4)
3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.5, Grade 12 Writing)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.f)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.f)

Reading 14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.2.2.d, 10/20/30/3.2.2.c)
2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B9)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.CC.1 and 3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullets 4, 6, 7 and 13; Critical Thinking bullets 1 and 5)
5. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.a-c)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Knowledge 1 and Skills 1 and 2; Unit 3, Outcome 2, Key Knowledge 2)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.c and 2.2.f)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.e, 7.c)

• Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Reflecting on and Evaluating the Content of a Text")

Reading 15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.5.d, Ordinary; 4.4.1.f and 5.4.d, Higher)
2. **New South Wales, Australia:** *English Stage 6 Syllabus,* 1999 (Grades 11-12) (see Outcome 2; C-2, 2.1, 2.2, 2.3, Preliminary; C-1.1, C-2, 2.1, 2.2, 2.3, HSC)
3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Oral Communication)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.m and 2.2.n, 1.4.b)

• Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Developing an Interpretation")

Reading 16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10/20/30.2.1.3.a , 20.2.1.3.a, 30.2.1.3.b, 30.3.2.3.a, 10/20/30.2.1.1.d)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007 (Grade 12) (see B5)
3. **Ontario, Canada:** *The Ontario Curriculum,* English, 2007 (see 1.2 and 1.5 Grade 12 Reading & Literature Studies)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.e, 8.1.d and 8.2.e)

Reading 17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.

Illustrative International Benchmarks

A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.6, Grade 12 Oral Communication)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.e)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.f)

Reading 18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

No Illustrative International Benchmarks

Writing Evidence

Writing 1. Establish and refine a topic or thesis that addresses the specific task and audience.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.1.1.a and 10/20/30.3.1.1.c)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 5.O.3 and AI 8.CC.3)
3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.1 and 1.2, Grade 12 Writing)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b)

Writing 2. Gather the information needed to build an argument, provide an explanation, or address a research question.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.b)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see C6)

3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4 and AI 2.CC.3; AI 5.O.3)
4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-10.3, HSC)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Writing)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h)

Writing 3. Sustain focus on a specific topic or argument.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.4.1.3.c and 20.4.1.3.e; 20/30.4.2.1.a; 10/20.4.2.2.d)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 8.O.2)
3. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 4, Outcome 1, Key Skill 1)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.d-e)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b; 4.e; 5.b)

Writing 4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.4.1.3.e and 20/30.4.1.3.g)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C7; C8)

3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide, 2007.* (≈Grades 10-11) (see bullet 4, Writing)
5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.4 & 1.5, Grade 12 Writing)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 1, Key Skill 1)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b-c and 5.c; 9.1.d)

Writing 5. Create a logical progression of ideas or events, and convey the relationships among them.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.d; 20/30.4.2.2.b; 10/20.4.2.2.d-e)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C6; C13)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 5.O.3; AI 8.O.2; AI 8.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullets 1-3 and 8-9, Writing; bullet 2, Senior Secondary)
5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 9.2 Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4, 2.6, Grade 12 Writing)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 2, Key Skill 5)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.c; 2.3.e-f)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (See 4.a-b; 4.e-f; 5.b; 5.g)

Writing 6. Choose words and phrases to express ideas precisely and concisely.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.3.b)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C12)

3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1, AI 5.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 9, Writing; point 5, Senior Secondary)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Writing)

Writing 7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.3.c; 20/30.4.2.4.f)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see C12)
3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.3)
4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.4, Grade 12 Writing)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.g, 2.3.m)

Writing 8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20.4.1.1.c; 10/20/30.4.2.3.a and 20.4.2.3.d)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C12)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1; AI 5.O.3; AI 8.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (See bullets 9 and 12, Writing)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.2, Grade 12 Writing)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Knowledge 4; Unit 3, Outcome 2, Key Knowledge 1)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.b)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.e and 5.g)

Writing 9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 4.2.4.b-g)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C14)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 8.C.4)
4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.3)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 3.3 and 3.4, Grade 12 Writing)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 7)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.1.c; 2.3.n-o)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.d; 6.c)

Writing 10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 3.2.1.c; 3.2.1.e)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C14)
3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (1.3, Grade 12 Writing)
4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 3, Key Skill 5)

Writing 11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.

Illustrative International Benchmarks

A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.1.a-d; 30.4.2.2.a, 20/30.4.2.2.b-c, 10/20.4.2.2.d-e)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C7)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (AI 2.O.2; AI 2.CC.3; AI 5.O.3; AI 8.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 7, Writing; see Senior Secondary, bullet 2)
5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-12.1-12.4, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.7, Grade 12 Writing)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 5; Unit 1, Outcomes 2, Key Knowledge 4; Unit 1, Outcome 3, Key Skill 3)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.l; 4.3.e)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.f)

Writing 12. Use technology as a tool to produce, edit, and distribute writing.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Information Technology, Senior Secondary, bullet 4)
2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-9.1, HSC)
3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 3.5-3.6, Grade 12 Writing)

Writing 13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.2.3.a)
2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see C8 and C10)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 2, Writing; Information Technology Skills, Senior Secondary 1;Study Skills, Senior Secondary, bullet 1)
4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 10.1, Preliminary; Outcome 7, HSC)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Writing)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.e)

2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.b)

Writing 14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.d)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C4)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see "Work with others", dash 1, Language Development)
4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 5.5.e, Ordinary Level; 5.4.e, Higher Level)
5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see Outcome 7, HSC; 10.3, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.4 & 2.1, Grade 12 Writing)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.1.a; 2.3.c)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.b)

Writing 15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

Illustrative International Benchmarks

A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. 1.**British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C2; C4)

Writing 16. Establish a substantive claim, distinguishing it from alternate or opposing claims.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see A2, C2, C4)

2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.CC.3-5)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullets 3 and 11, Writing, see Communication Skills, Senior Secondary, bullet 2)
4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.2.2.a-b; 5.4.e, Higher Level)
5. **New South Wales, Australia:** *English Stage 6 Syllabus,* 1999 (Grades 11-12) (see 6.2, HSC)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 3, Outcome 3, Key Knowledge 4 & Skill 3)

Writing 17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20.4.1.3.f; 20/30.4.2.1.c)
2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 6.2, HSC; 10.2 and 10.3, HSC)
3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4 and 1.5, Grade 12 Writing)
4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 2, Key Skills 2-3; Unit 3, Outcome 3, Key Knowledge 4 & Skill 3)

• A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h-i)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.d)

Writing 18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B9)
2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see "Plan…", dash five, Language Development)

Speaking & Listening Evidence

Speaking 1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10.4.1.4.b, 10/20/30.4.1.4.c)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see A6, A12)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, bullets 1, 4, and 5)
4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.1 - 2.6, Grade 12 Oral Communication)
5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 1, Key Skills 6-7)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.a-c)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 3.a-f, 4.a-f)

Speaking 2. Present information, findings, and supporting evidence clearly and concisely.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see A8, A9)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.O.2)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, bullets 1-2)
4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Oral Communication)
5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Knowledge, bullet 5)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (2.1.b)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b and 4.e)

Speaking 3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10.4.1.4.b, 20.4.1.4.b and 10/20/30.4.1.4.c)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A6)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Information Technology, Senior Secondary, bullets 3-5)
4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-5, 5.3, Preliminary)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.7, Grade 12 Oral Communication; 3.4, Grade 12 Media Studies)
6. **Victoria, Australia***: Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skills 1 and 4; Unit 2, Outcome 3, Key Knowledge 5 and Key Skill 3)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.a, 4.c)

Speaking 4. Demonstrate command of formal Standard English when appropriate to task and audience.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A12)
2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, "Present Information…" bullet 4)
3. **Victoria, Australia***: Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 1, Key Skill 6)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.a)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 3.e)

Speaking 5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20.2.1.2.b)
2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see A3, A7, A8)
3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 1.CC.3 and 1.CC.5)
4. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Listening, bullets 1 and 2)
5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a, 4.1.1.c)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4-1.6, Grade 12 Oral Communication)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** English Programme of Study for Key stage 4, 2005 (≈ Grades 10-11) (see 2.1.f)
2. **Singapore:** English Language Syllabus 2001, Learning Outcomes for O-Levels (≈ Grades 10-11) (See 2.c, 2.e, 8.3.a-c)

Speaking 6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 30.2.2.2.f, 30.3.2.2.a-d)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007 (Grade 12) (see A9)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1, AI 7.O.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Listening, bullets 6-7; Critical Thinking Skills, number 2 and bullets 1-4)
5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.d-f, 4.2.1.a-g, 4.3.1.a)
6. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.7 & 1.8, Grade 12 Oral Communication)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Skill bullets 1 and 2)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** E*nglish Programme of Study* for Key stage 4, 2005 (≈ Grades 10-11) (see 1.4.c-d, 2.1.g)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.c, 9.3.b)

Speaking 7. Ask relevant questions to clarify points and challenge ideas.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A7)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.e)

Speaking 8. Respond constructively to advance a discussion and build on the input of others.

Illustrative International Benchmarks

• A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, "Participate Effectively…", bullets 3-4 and 6)

• A counterpart of this standard also appears in the English language arts standards of the following :

1. **England**: *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.d-e)

Appendix B-5: W. Va. Code §18-2E-5

Source:
http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18&art=2E&section=5#02E

WEST VIRGINIA CODE

§18-2E-5. Process for improving education; education standards; statewide assessment program; accountability measures; Office of Education Performance Audits; school accreditation and school system approval; intervention to correct low performance.

(2) As the constitutional body charged with the general supervision of schools as provided by general law, the state board has the authority and the responsibility to establish the standards, assess the performance and progress of students against the standards, hold schools and school systems accountable and assist schools and school systems to build capacity and improve efficiency so that the standards are met, including, when necessary, seeking additional resources in consultation with the Legislature and the Governor.

Appendix B-6: West Virginia Board of Education Policy 1242

TITLE 126
PROCEDURAL RULE
BOARD OF EDUCATION
SERIES 3A
STATE BOARD OF EDUCATION POLICY MAKING PROCESS (1242)

§126-3A-1. General.

1.1. Scope. -- This policy establishes the procedure for meeting rule-making requirements imposed by law plus additional requirements for public comment, distribution, and processes adopted as procedure by the state board of education including rules of practice before the board, together with forms and instructions. (West Virginia Code §29A- 3B-2)

1.2. Authority. -- Art. XII, §2, Constitution of West Virginia; W.Va. Code §§18-2-5a and 29A-3B-1 et seq.

1.3. Filing Date. - January 10, 2002

1.4. Effective Date. - February 9, 2002

1.5. Repeal of Former Rule. This procedural rule repeals and replaces Legislative Rule WV 126CSR3A "State Board of Education Policy Making Process" filed and effective November 30, 1989.

§126-3A-2. Rationale.

2.1. Every rule and regulation (including any amendment of a rule to repeal any other rule) shall be promulgated by the West Virginia Board of Education only in accordance with West Virginia Code §§18-2-5a and 29A-3B-1 et seq. and with this policy.

§126-3A-3. Procedures.

3.1. The state board of education reviews and approves a proposed policy for public comment and review.

3.2. Each proposed policy shall then be placed on public comment and review for a period of time that extends at least thirty (30) days from the date the proposed policy is filed with the Secretary of State in the state register pursuant to West Virginia Code §29A-3B-4(a). The proposed rule shall also be filed with the West Virginia Legislative Oversight Commission on Education Accountability pursuant to West Virginia Code §§18-2-5a and 29A-3B-9.

3.3. Proposed policies are to be sent to interested parties, inclusive of county board of education offices and RESA centers, where they shall be made accessible to the public.

3.4. All public comments received on a proposed policy are to be reviewed by the state board and the state department of education prior to the proposed policy's final reading.

3.5. Regional public hearings on major education policies may be held at the state board's direction in addition to the public comment and review period.

3.6. The state board may suspend the comment and review period in the case of an emergency as per West Virginia Code §29A-3B-10.

§126-3A-4. Definition.

4.1. Policy as used by the state board of education shall mean a "rule" or "... a regulation, standard statement of policy or interpretation of general application and future effect". (West Virginia Code §18-2-5a)

§126-3A-5. System of Maintenance, Distribution and Publication.

5.1. A comprehensive system shall be adopted by the state board of education to maintain, publish, and distribute all policies and to ensure that all applicable laws, regulations and policies are fully observed.

5.2. An employee of the state department of education shall be named who shall be responsible for the implementation of the system.

5.3. Policies shall be made available to the public in paper and/or electronic format.

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and WEST VIRGINIA ("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development**.

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments**. Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to <u>continuously improve teaching and learning</u>**. Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to <u>improve the quality of learning</u> and schooling. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems <u>use multiple measures</u> to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) <u>New technologies enable greater assessment quality</u> and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

<u>State and Local Roles within a Consortium</u>

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.
- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaurate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Steven L Paine — Signature

1/6/10 — Date

Steven L. Paine — Print Name

West Virginia Superintendent of Schools — Title

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

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EDUCATION WEEK
QUALITY COUNTS 2010

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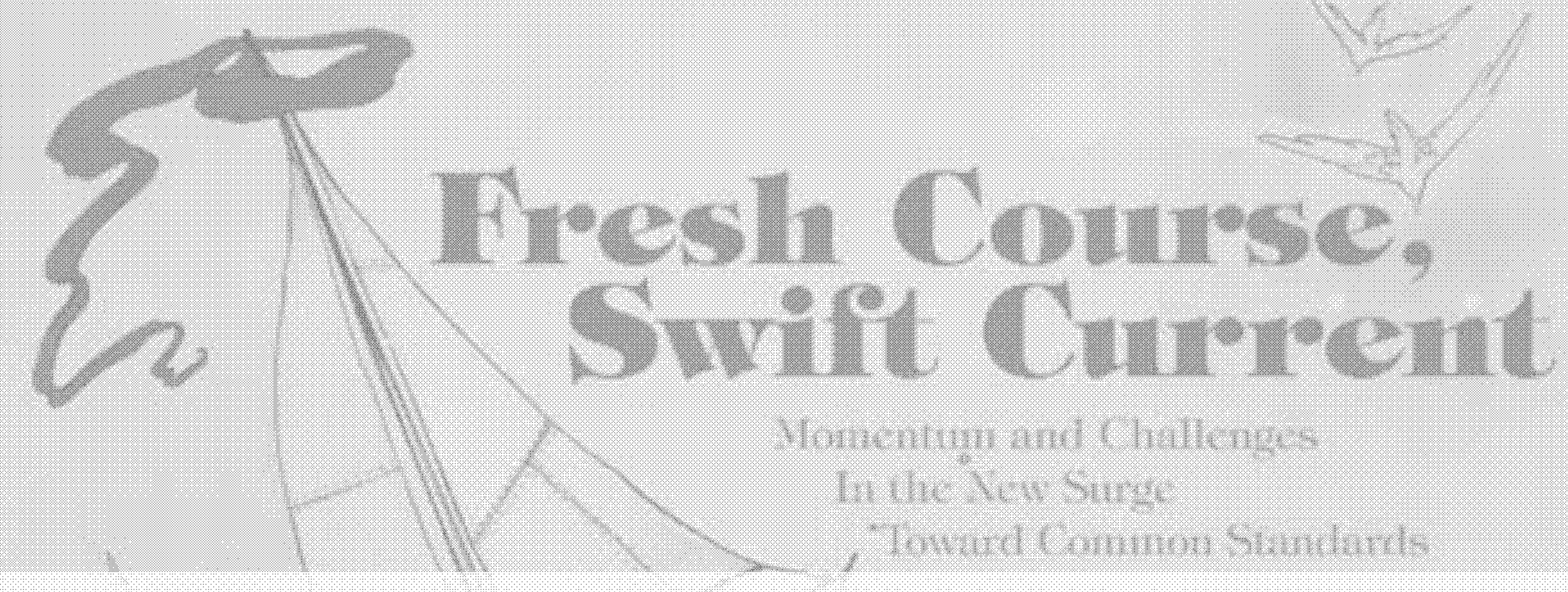

Fresh Course, Swift Current

Momentum and Challenges In the New Surge Toward Common Standards

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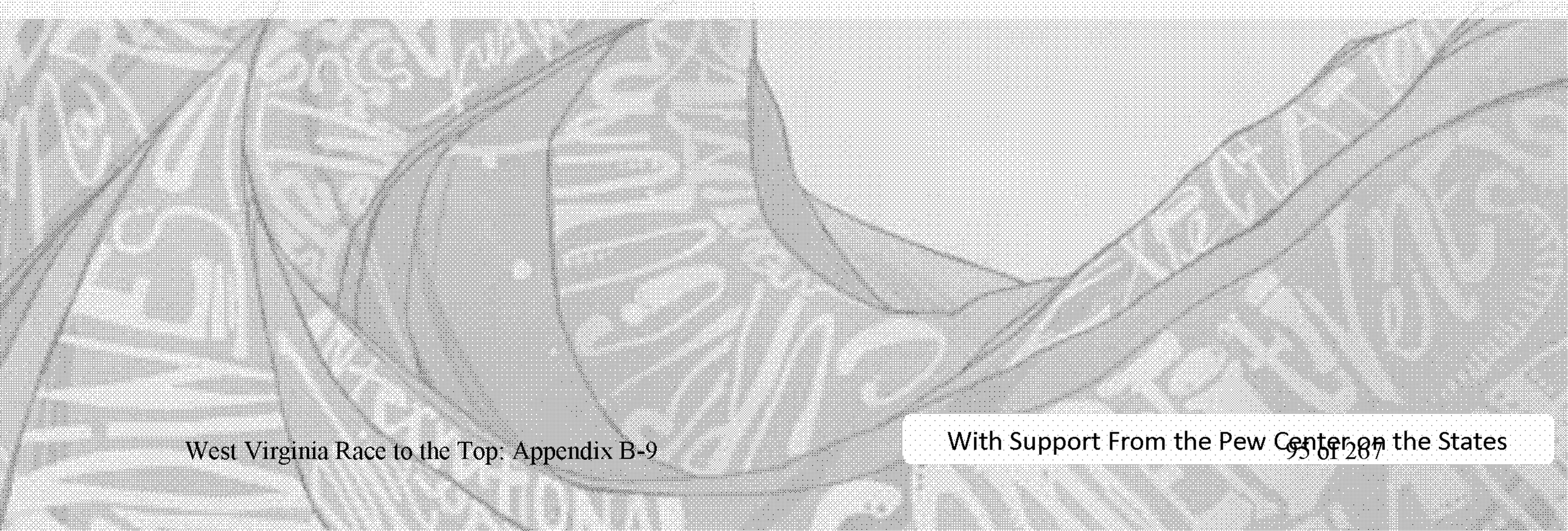


With Support From the Pew Center on the States

West Virginia – State Highlights 2010

QUALITY COUNTS 2010 GRADING SUMMARY

OVERALL GRADE

A state's overall grade is the average of the scores for the six graded categories.

West Virginia: **B-**

Rank: 9

Nation: C

Online extra

Calculate your own *Quality Counts* grades at

www.edweek.org/go/qc10/calculator

	West Virginia grade	(rank)	How did the average state score?
Chance for success (2010)	C-	(47)	C+
Standards, assessments, and accountability (2010)	A	(1)	B
The teaching profession (2010)	B-	(7)	C
School finance (2010)	C+	(12)	C
Transitions and alignment (2009)	A	(2)	C
K-12 achievement (2008)	F	(49)	D+

Quality Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the six major topics examined in *Quality Counts*. Scores for those major categories are the average of the respective subcategory scores.

Chance for success (2010)

	West Virginia	U.S. Average
Early foundations	76.8	81.1
School years	67.6	74.8
Adult outcomes	68.2	80.1

Standards, assessments, and accountability (2010)

	West Virginia	U.S. Average
Standards	100.0	84.1
Assessments	95.0	84.2
School accountability	100.0	84.3

Transitions and alignment (2009)

	West Virginia	U.S. Average
Early-childhood education	100.0	81.8
College readiness	80.0	59.8
Economy and workforce	100.0	86.3

The teaching profession (2010)

	West Virginia	U.S. Average
Accountability for quality	79.4	75.5
Incentives & allocation	76.9	70.8
Building & supporting capacity	90.0	73.5

School finance (2010)

	West Virginia	U.S. Average
Equity	91.6	85.3
Spending	66.5	65.8

K-12 achievement (2008)

	West Virginia	U.S. Average
Status	45.9	62.4
Change	58.1	71.5
Equity	79.6	77.9

Grading Curve: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)

COMMON STANDARDS

Context for Common Standards

The Council of Chief State School Officers and the National Governors Association are coordinating a state-led effort to develop common standards in English/language arts and mathematics. The architects of the Common Core State Standards Initiative aim to base those standards on evidence about best practices and international benchmarking. The draft college-readiness standards released by the initiative in the fall of 2009 cite standards from national organizations, states, and high-performing nations as references. The information below provides context for these efforts by indicating the sources informing current state content standards as well as the state agency or institution most likely to formally approve any common standards.

State Standards Context

From *Quality Counts 2010*

	West Virginia	Nation
Sources Informing State Academic Standards		
Standards from national organizations used as model		
English/language arts (2009-10)	Yes	37 states
Mathematics (2009-10)	Yes	42
Science (2009-10)	Yes	39
Social studies/history (2009-10)	Yes	30
Standards from other states used as model		
English/language arts (2009-10)	No	22
Mathematics (2009-10)	No	22
Science (2009-10)	No	20
Social studies/history (2009-10)	No	15
Standards from other nations used as model		
English/language arts (2009-10)	Yes	4
Mathematics (2009-10)	Yes	16
Science (2009-10)	Yes	10
Social studies/history (2009-10)	No	1
This State Serves as a Model for Others		Number of states cited by other states
Number of states using this state's English/language arts standards as model (2009-10)	0	20
Number of states using this state's mathematics standards as model (2009-10)	1	26
Number of states using this state's science standards as model (2009-10)	0	21
Number of states using this state's social studies/history standards as model (2009-10)	0	19
Common Core State Standards Initiative Status		
State signed memorandum supporting Common Core State Standards Initiative (2009-10)	Yes	48 states and the District of Columbia
Likely authority for formally approving common standards (2009-10)	state board	34 state board only
Likely authority for formally approving common assessments (2009-10)	state board	29 state board only

The Math Progress Index

To complement *Quality Counts 2010*'s exploration of common standards and assessments on the national stage, the EPE Research Center conducted an original analysis intended to examine state performance in one core academic area—mathematics. Built around the dimensions of performance, improvement, and opportunity, the Math Progress Index investigates academic performance in mathematics nationwide, trajectories of change over time, and student access to educational supports that promote greater learning and successful school careers. The index comprises a dozen indicators drawn largely from the National Assessment of Educational Progress as well as data on Advanced Placement testing in mathematics from the College Board, and places an emphasis on equitable outcomes and opportunities as they relate to the experiences of economically disadvantaged students.

State Mathematics Indicators

Poverty status is measured by students' eligibility for the National School Lunch Program. Poverty gap is the difference between noneligible and eligible students.

From *Quality Counts 2010*	West Virginia State Average	West Virginia State Rank	National Average
Performance			
4th grade – Percent proficient or above on NAEP (2009)	28.1%	45	38.4%
8th grade – Percent proficient or above on NAEP (2009)	19.4%	49	32.6%
Poverty gap – 8th grade NAEP scale score (2009)	18.2	5	26.9
High AP test scores – Scores on math tests of 3 or higher per 100 students (2008)	1.0	48	3.2
Improvement			
4th grade – Scale-score change on NAEP (2003-2009)	+2.2	45	+5.1
8th grade – Scale-score change on NAEP (2003-2009)	-0.4	51	+5.6
Poverty-gap change – 8th grade NAEP (2003-2009), negative value = closing gap	-0.4	23	-1.5
Change in AP scores – Increase in high scores on math tests per 100 students (2000-2008)	43%	43	62%
Opportunity			
Algebra by 8th grade – Percent of 8th graders in schools where algebra by 8th grade is the norm (2009)	4%	44	18%
Teacher expertise – Percent of 8th graders whose math teachers have a major or minor in math (2009)	54%	31	57%
Teacher experience – Percent of 8th graders whose teachers have taught math for 10 or more years (2009)	58%	4	45%
Teacher-talent poverty gap – Percentage-point gap in experienced math teachers for 8th graders (2009), lower value = smaller gap	4%	15	9%
SCORE	57.0	46	64.7

West Virginia – State Highlights 2010

STANDARDS, ASSESSMENTS, AND ACCOUNTABILITY

Policy Indicators From *Quality Counts 2010*	The national summary column indicates the number of states that have enacted a particular policy or, as applicable, the number of states with the specified policy enacted at all grade spans. West Virginia	Nation
Academic Standards		
English/language arts standards are course- or grade-specific (2009-10)	ES MS HS	27 states
Mathematics standards are course- or grade-specific (2009-10)	ES MS HS	26
Science standards are course- or grade-specific (2009-10)	ES MS HS	22
Social studies/history standards are course- or grade-specific (2009-10)	ES MS HS	23
Supplementary resources – Materials elaborate on standards in all core subjects (2009-10)	Yes	42
Supplementary resources – Materials provided for particular student populations (2009-10)	Yes	39
Assessments		
Test items used to measure student performance		
Multiple-choice items (2009-10)	ES MS HS	51
Short-answer items (2009-10)	ES MS HS	29
Extended-response items – English/language arts (2009-10)	ES MS HS	45
Extended-response items – Other subjects (2009-10)	ES MS HS	24
Portfolios of student work (2009-10)	No	0
Alignment of assessments to academic standards		
English/language arts (2009-10)	ES MS HS	51
Mathematics (2009-10)	ES MS HS	50
Science (2009-10)	ES MS HS	50
Social studies/history (2009-10)	ES MS HS	11
Assessment systems		
Vertically equated scores on assessments in grades 3–8 in English (2009-10)	Yes	22
Vertically equated scores on assessments in grades 3–8 in math (2009-10)	Yes	23
Benchmark assessments or item banks provided to educators (2009-10)	Yes	27
School Accountability (policies must apply to Title I and non-Title I schools)		
State ratings – State assigns ratings to all schools on criteria other than AYP (2009-10)	Yes	24
Statewide student ID – State has a statewide student-identification system (2009)	Yes	50
Rewards – State provides rewards to high-performing or improving schools (2009-10)	Yes	31
Assistance – State provides assistance to low-performing schools (2009-10)	Yes	38
Sanctions – State sanctions low-performing schools (2009-10)	Yes	32
GRADE	A (rank=1)	B

Key: ES = elementary school, MS = middle school, HS = high school

The K-12 Achievement Index

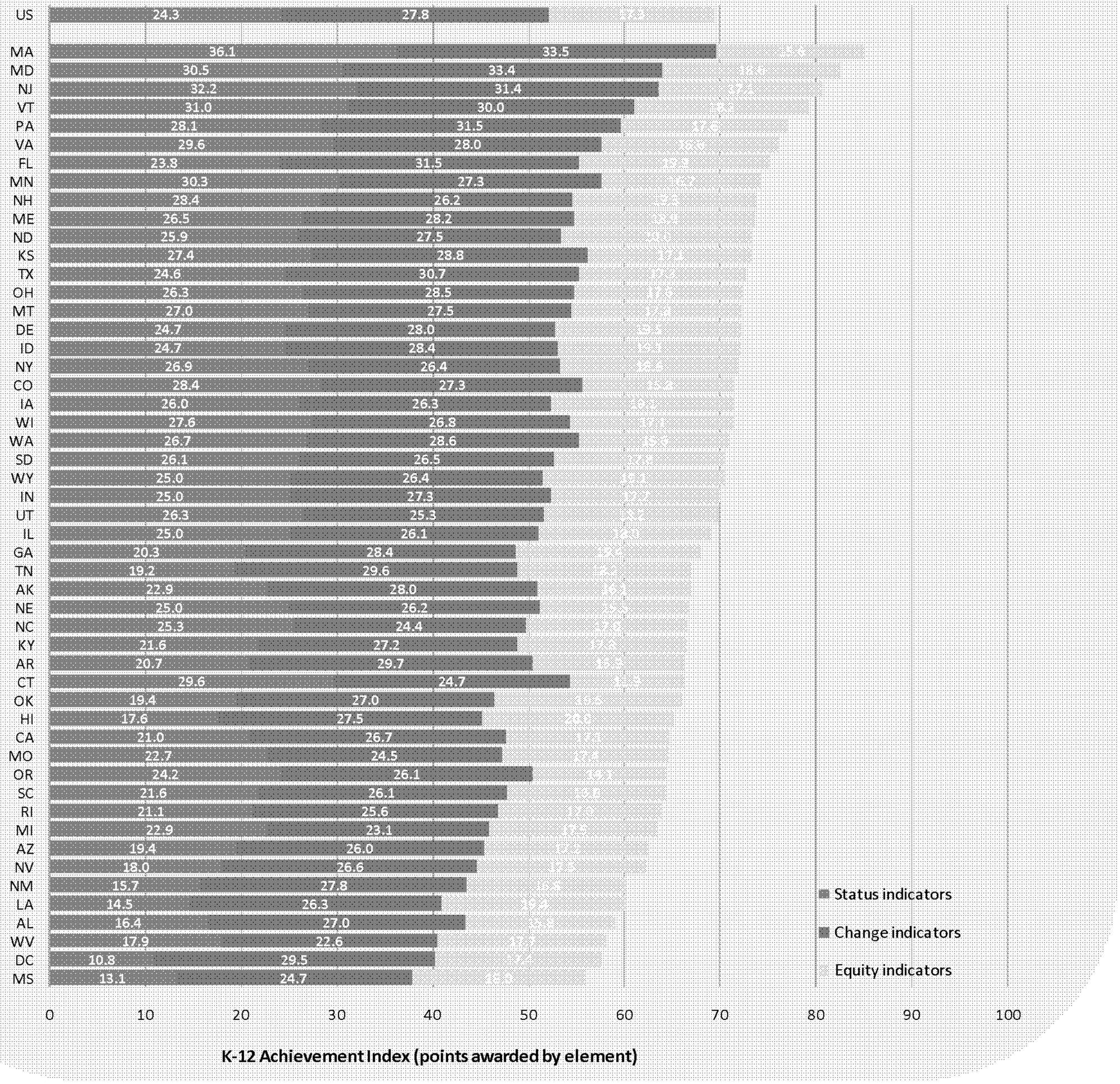
The K-12 Achievement Index examines 18 distinct state achievement measures related to reading and math performance, high school graduation rates, and the results of Advanced Placement exams. The index assigns equal weight to current levels of performance and changes over time. It also places an emphasis on equity by examining both poverty-based achievement gaps and progress in closing those gaps.

State Achievement Indicators

From Quality Counts 2008	West Virginia State Average	West Virginia State Rank	National Average
Achievement Levels			
4th grade math – Percent proficient on NAEP (2007)	32.6%	40	38.6%
8th grade math – Percent proficient on NAEP (2007)	18.5%	47	31.0%
4th grade reading – Percent proficient on NAEP (2007)	27.8%	40	31.7%
8th grade reading – Percent proficient on NAEP (2007)	22.9%	43	29.2%
Achievement Gains			
4th grade math – Scale-score change on NAEP (2003-2007)	+5.6	21	+5.1
8th grade math – Scale-score change on NAEP (2003-2007)	-0.7	50	+4.1
4th grade reading – Scale-score change on NAEP (2003-2007)	-4.0	51	+3.2
8th grade reading – Scale-score change on NAEP (2003-2007)	-4.6	50	-0.3
Poverty Gap (National School Lunch Program, noneligible vs. eligible)			
Reading gap – 4th grade NAEP scale score (2007)	18.9	8	26.8
Math gap – 8th grade NAEP scale score (2007)	19.2	9	26.0
Reading-gap change – 4th grade NAEP (2003-2007), negative value = closing gap	+3.4	44	-1.1
Math-gap change – 8th grade NAEP (2003-2007), negative value = closing gap	+0.7	40	-2.4
Achieving Excellence			
Math excellence – Percent advanced on 8th grade NAEP (2007)	2.2%	49	6.6%
Change in math excellence – Percent advanced on NAEP (2003-2007)	+0.4%	48	+1.6%
High School Graduation			
Graduation rate – Public schools (class of 2004)	71.7%	27	69.9%
Change in graduation rate – Public schools (2000-2004)	+1.4%	32	+3.1%
Advanced Placement			
High AP test scores – Scores of 3 or higher per 100 students (2006)	6.3	47	16.9
Change in AP Scores – Change in high scores per 100 students (2000-2006)	+1.9	47	+6.0
GRADE	F	49	D+

Nation Receives Passing Grade on Achievement, But Just Barely

The EPE Research Center's K-12 Achievement Index awards states points based on three distinct aspects of student achievement: current levels of performance, improvements over time, and achievement equity between poor and nonpoor students. The nation as a whole earns 69 points, on a 100-point scale, for a grade of D-plus. The leading state, Massachusetts, earns 85 points and a B. These results suggest that no state excels across all three dimensions of achievement captured by the index. Massachusetts, for example, ranks first in the nation for current achievement levels and improvements, but 47th on equity. Despite below-average current achievement, Florida finishes seventh nationally, a result that can be attributed to very strong improvements in recent years and relatively small poverty gaps.



Project Lead The Way®

Project Lead the Way (PLTW) is a nationally recognized program that models K-12 curriculum materials on world class standards to support a pre-engineering program. The hands-on, project and problem-based PLTW® approach adds rigor to traditional technical programs and relevance to traditional academics. This program fosters high quality teaching with world class curricula, standards and assessments of student learning. Project Lead The Way is all about teaching and learning for over 400 students in 14 high schools and two middle schools in West Virginia through a partnership with Marshall University and West Virginia University Schools of Engineering.

Project Lead The Way® uses the modality sequence of activities, projects and problems to deliver the curriculum. *Activities* are written and designed to provide students the experience needed to acquire skills they will use throughout a course. *Projects* are written and designed to aid students in developing and beginning to apply critical thinking skills and knowledge. *Problems* are written and designed to utilize all skills and knowledge acquired through activities and projects in an open-ended format that aids students in developing full understanding of the main concepts and principles of the course: helps students develop skills for living in a knowledge-based, technological society, adds relevance to students' learning, challenges students to high rigor, promotes lifelong learning, and meets students' needs with varying learning styles. This past year through the partnership with WVU School of Engineering Project Lead the Way sponsored a school counselors' conference and distribute materials focused on attracting more young women to engineering fields.

Math Science Partnership Program

The Math Science Partnership Program is a formula grant program created under the No Child Left Behind Act of 2001. The MSP program supports partnerships between the mathematics, science, and/or engineering faculty of institutions of higher education and high-need school districts. The goal of this program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Since the beginning of this program West Virginia has received over $6.4 million to support state projects. Currently, we have 5 active partnerships and 7 retired partnerships. Each of the partnerships has provided sustained professional development for a cohort of teachers for a period of three years. In total, the partnerships have provided professional development for about 360 teachers from 24 counties in West Virginia. These teachers have impacted approximately 70,000 elementary and secondary students.

10 colleges or universities have partnered with these projects. The partnerships have not only impacted West Virginia public school classrooms, but the classrooms of the professors who work with each of these partnerships. One professor was excited to show me a video of his college classroom. The students were participating in a gallery walk. He said that he had learned this from the Best Practice Institutes from the Project M.I.T.T.E.N. partnership. This is an excellent illustration of a partnership. Each partner brings something to the table to share and each partner benefits from the experience.

Maximizing Achievement in Boone County has 22 teachers working on Math through Algebra I certification. This is the first partnership in West Virginia to have participates work toward an additional teaching endorsement. These teachers will help Boone County meet their need for highly qualified middle school math teachers.

The **Raleigh County and New River and Community and Technical College MSP** has worked to improve the mathematics achievement of the elementary students in their county. Geometry was the lowest mathematical standard on the elementary WESTEST. The professional development provided within this MSP has helped to increase student achievement in geometry.

Context for Leaning Mathematics MSP, a retired partnership between RESA IV and Marshall University, is being considered for the gold standard in research. There are less than 100 MSP projects nationwide being considered for this standard.

In addition to the Math Science Partnerships, West Virginia has formed two additional collaboratives with Title II funds.

Project R.E.A.C.T. (Resolve to Educate Aspiring Chemistry Teachers with 21st Century Tools) is a partnership between RESA II and RESA II, Marshall University, Marshall University Graduate School of Education, the June Harless Center for Rural Education Research and Development and the Marathon Petroleum Company. Marathon Petroleum Company has provided the real-world context for the chemistry. The focus of this project is to provide a path for science teachers to obtain an endorsement for Chemistry I or an endorsement for middle school science. This collaborative will help fill the need for highly qualified chemistry and middle school science teachers in West Virginia schools.

Project C Mii (Connecting Mathematics through Innovation and Integration) is a math and science initiative between Clay, Hampshire, Monongalia, Preston, Randolph County Schools, the Office of Institutional Education Programs and Davis and Elkins University. The focus of this collaborative is to provide a path for teachers to obtain an endorsement for middle school science and math teachers. Once again this partnerships helps West Virginia address the need for highly qualified teachers in this area.

Math 5-Adult is our newest project with Marshall University. This project provides an innovative pathway for teachers who are currently certified in Math through Algebra I to complete course work for Math 5 through Adult certification. This will help us address the need for highly qualified teachers in high school mathematics.

County Math Leadership Teams

West Virginia has established 55 county math leadership teams that consist of five teachers – one from each programmatic level K-2, 3 -5, 6-8, 9-12 and an administrator. Several regional meetings are held throughout the year to inform the leaders on topics of concern: textbook concerns, leadership issues, CSOs, Quantile training, and new pedagogy. Support for the teams has driven much of the professional development teachers in the counties receive.

Last year 300 county math leadership team members were trained on the Metametrics Quantile measurement that each student receives on the WESTEST2 . This is an gauge or a yardstick measurement the development of students mathematical knowledge and difficulty of the math skills and topics. The quartile framework characterizes the problem solver with a measurement on the same developmental scale. West Virginia mathematics are required to identify the Quantile measures. The Quantile framework targets instruction, forecasts understanding, and improves mathematics instruction and achievement by placing the mathematics curriculum, the materials to teach the mathematics, and the students themselves on the same scale.

These team members work as a professional learning community to improve mathematics not only in their own classrooms but to provide technical assistance to their counties. More information can be found at:

http://wiki.k12.wv.us/cmlt/doku.php

Science with Inquiry Modules and Problem-based Learning Experiences (SIMPLE)

Science with Inquiry Modules and Problem-based Learning Experiences (SIMPLE), program is a problem-based, inquiry-centered, hands-on professional development for elementary teachers and teachers of special education. SIMPLE is based on four (4) kit-based science modules per grade level that are developmentally appropriate in the following science integrated disciplines: Life Science, Physical Science, and Earth Science. Each kit contains all of the materials, both consumable and non consumable, necessary for the unit. These kits will be stored, refurbished, collected and delivered by staff at a WVDE established warehouse.

The modules have been developed using the prototype from the Delaware Science Coalition, ten years of research and resources from the West Virginia Handle on Science Project (WVHOS), a previously funded by a National Science Foundation grant in West Virginia's RESA 6, and work with the June Harless Center has been utilized.

The following matrix shows the suggested modules by grade level. A total of 28 modules will be developed and integrated within the WV CSOs.

Grade	Module 1	Module 2	Module 3	Module 4
Kindergarten	Trees	Fabric	Balls and Ramps	Animals Two by Two
First	Solids and Liquids	Soils/ Pebbles, Sand and Silt	New Plants	Comparing and Measuring
Second	Weather/ Air and Weather	Life Cycle of Butterflies/ Insects	Organisms	Balancing & Weighing/ Balance & Motion
Third	Earth Materials	Structures of Life	Changes	Lifting Heavy Things
Fourth	Sounds/ Physics of Sound	Magnetism and Electricity	Land And Water	Animal Studies
Fifth	Models and Design	Magnets and Motors	Microworlds	Landforms
Sixth	Levers and Pulleys	Ecosystems/ Environments	Mixtures and Solutions	Measuring Time
Training year	1	2	3	4

Year One: 50 master trainers in Module 1
Year Two: 50 master trainers in Module 2 + 500 teachers in Module 1
Year Three: 50 master trainers in Module + 500 teachers in Module 2 + 700 teachers in Module 1

Benefits: Increase in Science achievement scores and increase in Reading achievement on all levels. Delaware state science scores in the past 8 years experienced a gradual and consistent yearly gain in the percent: 1% for 4th grade, 3% for 6th grade, 3% for 8th grade, and 3% for 11th grade. Over the same period Delaware's state reading scores experienced overall gains: 20% for 3rd grade, 27% for 5th grade, and 20% for 8th grade.

The hands-on activities motivate students to learn and prepare them for deeper levels of scientific investigation and understanding in secondary education while providing the basis for STEM education.

Math and Science Project Based Learning Units

All professional development provided by the WVDE Office of Instruction is product-based. The Office of Instruction no longer conducts what is often called "spray and pray" or "sit and get" professional development in which teachers passively listen to a presentation on the topic of the day. Instead, the staff is focused on designing engaging, s ustained professional development resulting in the design and delivery of relevant 21st century Project Based Learning (PBL) units in K-12 core subjects and the Arts. Teachers create these complete units of study, including all handouts, formative assessments, culminating assessments and rubrics, through a collaborative process, using a template developed by the Office of Instruction. The professional development is grounded in the work of Jay McTighe and Grant Wiggins (backward design), Carol Ann Tomlinson (Differentiated Instruction), research-based content-specific instructional strategies. Using a standardized rubric and protocol developed by the Office of Instruction, all participants in the extended professional development participate in a structured peer review process of their standards-focused unit design prior to publication on the Teach 21 website, a repository of resources developed by WV teachers for WV teachers http://wvde.state.wv.us/teach21/.

Numerous mathematics PBL units of study, rich in standards-focused content knowledge and skills and authentic in tasks, are currently published on the Teach 21 website. PBL units of study target the content standards and objectives representing the complete courses of Algebra I, geometry, Algebra 2, and trigonometry, as well as, 4th, 5th, 6th and 8th grade mathematics. Currently 14 standards focused, inquiry based PBL units of study, written by WV teachers of science and crossing all grades within the K-12 system,, are housed on the Teach 21 website, The WVDE staff is currently in the process of reviewing 88 additional PBL units of study, focusing on developing student proficiency in K-12 science content and written by participants in the 2009 Teacher Leadership Institute. Expansion plans include using the idea of "Myth Busters" in PBL development for all math and science courses to dispel misconceptions in science and mathematics by designing and implementing standards focused project based learning units of study that promote STEM or STEMA.

Additionally there is a focus on the green schools PBL program that is partnered with US Green Building Council-NJ and WV Chapter, Marshall County Schools, Educational Information Resource Center in NJ (EIRC), and the WVDE. Teachers are working with green industry professionals to create a green curriculum that utilizes the building as a teaching tool combining environmental education, the systems of a school building and outdoor education. The curriculum units will serve as models for other districts in the future. The most noteworthy implementation of green schools project based learning can be seen in Marshall County Schools.The contact is Mark Swiger, one of our master teachers.

Finally, through a partnership with the WV Treasurer's office and the WV Auditor's office, the Office of Instruction is actively engaged in the product-based professional development model resulting in the creation of standards-focused instructional guides, grounded in financial literacy with performance assessments evaluated by rubrics. instructional guides through a partnership with the West Virginia Treasures Office and WVDE. Following the peer review and editing process, these K-12 instructional guides are housed on the Teach 21 website.

Robot Algebra

WVDE has partnered with WVU to develop Algebra lessons to be placed on the Teach 21 site for use with robots. Fifteen teachers are being trained to use the lessons and robots in this pilot project. Once the lessons have been juried and peer reviewed, they will be posted online for all teachers.

The Robot Algebra project uses classroom-friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule or principle to unlock the solution to the problem and then apply that rule across multiple contexts. The goal of the engineering design portion of the project is to teach students a research-based systematized method for solving engineering design problems. The project places mathematics and design engineering in contexts that students understand, encourages teamwork, integrates a systems ways of thinking, and most importantly makes salient, supports, and connects the math with the engineering design activity.

Transition Mathematics for Seniors

Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state summative assessment college and career readiness benchmark for mathematics, are required to take a transition mathematics course during their senior year. The transition course was created by WV high school mathematics teachers and college mathematics professors using national and international benchmarks, with specific attention given to the ACT college and career readiness standards and the ACHIEVE benchmarks. The course content can be found at http://wvde.state.wv.us/teach21/college_readiness.html

NSTA SciPack

Because many West Virginia teachers of middle school science are not certified specifically in science, a strong need exists for those teachers, elementary teachers, and special educator collaborative teachers to acquire quality, interactive, professional development in specific content areas of science. A needs assessment was completed using West Virginia Educational Standards Test (WESTEST) student data for middle school science, and the WV Content Standards and Objectives (WV CSOs) that needed the most improvement were determined.

The National Science Teachers Association (NSTA) SciPack program has been used to address this need. The web-based, interactive science course program engages teachers in inquiry based learning including a virtual lab component. The SciPacks provide rigorous and challenging science content, a pedagogy implications section that provides hands-on laboratory activities, and simulations that teachers can use in the classroom with their students. The content specific nature of the SciPack professional development closely matches the content found in the WV CSOs and thus aligns with WESTEST.

A pilot of the SciPacks was conducted in school year 2006-2007 as a partnership between NSTA, WVDE, WV Center for Professional Development and the Governor's Office. The program continued the following three school years. Teachers attended a professional development where they acquired access to the site, learned about the program, and began the instruction. Teachers worked on their own during the semester that followed and technical assistance was provided by the NSTA when needed. Upon completion of two SciPacks and achieving proficiency in the final assessment for each SciPack, teachers could earn graduate credit through Marshall University. Over the past four years, 215 teachers have participated in the SciPack program.

ArcView GIS Statement for RTTT

WVDE has acquired a K-12 statewide license from ESRI, (software application is named ArcView and ArcGIS) for use in West Virginia elementary, middle and secondary schools.

ArcView is a powerful tool, which trains students in GIS software affording the students the opportunity to use GIS to develop projects in and out of school using ArcView and ArcGIS and to carry their expertise with them directly into higher education, post-secondary education or internships. GIS affords students the opportunity to exchange data and seek collaborative opportunities to work directly with users in local government and non-government agencies. **ArcView is industry standard software.** (www.esri.com/industries)

This connects well with PBL (Project Based Learning) in that it also goes beyond the school environment to solve real-world problems. It is rigorous and relevant.

ArcView GIS (geographic information system) geospatial software is real-world application. It affords students the opportunity to acquire the skills necessary to use the software within the K-12 school system, and in other venues such as post-secondary education, job opportunities in corporate or public agencies, government agencies and/or non-profit organizations that use this same software.

WVDE will establish "pilot" schools with the teachers who agree to attend training and then incorporate the use of the software to help students access existing modules and create original data sets and maps for the purposes of high achievement in the areas of research, problem solving, critical thinking, reasoning, synthesis and creativity. WVDE will begin with two or more teachers per county - ideally in the same school, but in different content areas including the career technical centers, so they could easily support one another. This also offers students a variety of opportunities to use the software. WVDE will broaden that base in year two by incorporating the original teachers as models and facilitators to provide guidance and professional development for a new group of teachers who will be using the software. The intention is to begin small enough so that WVDE can provide deep support to build teacher confidence and capacity.

ESRI (the company that produces ArcView and ArcGIS) offers substantial professional development tailored for use by classroom teachers. Their professional development introduces new users and provides extensive and ongoing training to existing users to expand their fields of application in social studies, science and career technical coursework and STEM programs. WVDE will access the professional development offered by this organization.

A GeoMentor program will be established to connect the classroom teachers with the outside agency professionals who use the software in their daily work. Several professionals who use the software in their work have stepped forward and offered to be a part of the GeoMentor program.

STEM Coalition

The West Virginia Department of Education has determined a need to establish a Science / Math Coalition, consisting of West Virginia's stakeholders from K-12 education, higher education, business and industry, RESA's, math/science teacher state associations, and the state Legislature. The WVDE Science Math Coalition will create a venue to support the advancement of science and math education in West Virginia that ultimately results in all students attaining higher levels of math science skills and increased numbers of students prepared to enter careers in science, technology, engineering, and math.

In 2005, West Virginia embarked on a comprehensive, standards-focused reform effort to prepare our children for the many challenges that await them in this new century. A focus on 21st Century globalization is guiding the development of instruction that will produce students who are productive citizens of the new century.

The goal of this coalition is to form the partnership that creates the venue for all stakeholders to promote the improvement in student performance in science and math in West Virginia, while also bringing together our efforts in Science, Technology, Engineering, and Mathematics (STEM). This Coalition will serve as an advisory to guide and recommend the implementation and continuous revision of the WVDE Math and Science Achievement Plans, the establishment of professional development opportunities for teachers, support for Career and Technical Education programs, seamless integration of technology in all programs, and the effective implementation of a new elementary initiative: Science with Inquiry Modules and Problem-based Learning Experience (SIMPLE).

Advisory Members of the 2009 Science / Math Coalition

Senator Plymale	Senate Education
Del. Mary Poling	House Education
Barbara Fish	State Board of Education
Steve Paine	State Superintendent
Jack McClananhan	Deputy Superintendent
Jorea Marple	Assistant Superintendent
Dixie Billheimer	Center for Professional Development
Paul Hill	Vice Chancellor Science and Research, WV Higher Education Policy
Deb Hemler	Fairmont State University, WVSTA
Laura Pyzdrowski	WVU Pre-Collegiate Mathematics Coordinator, Associate Professor of Math
Libby Strong	West Liberty and Director, Handle on Science Center
Shankar Roy	Davis and Elkins College, Professor
Joe Evans	Glenville State College, Professor Science
Steve Beckelhimer	June Harless Center, Marshall University STEM Center
Nick Zervos	RESA 6 Director
Kelli Watts	RESA II Professional Development Coordinator
Nathan Estel	WVDE Executive Director, Office of Professional Preparation
Carla Williamson	WVDE Executive Director, Office of I Instruction
Brenda Williams	WVDE Executive Director, Office of Technology
Robin Anglin	WVDE Science Coordinator
Lou Maynus	WVDE Math coordinator
Marty Burke	WVDE Assistant Director Office of Instruction
Lynn Baker	WVDE Math/Science Partnership Coordinator
John Ford	WVDE Title I Math
Paula Staley	WVDE Office of Technical and Secondary Program Improvement
Stan Hopkins	WVDE Assistant Superintendent D ivision of Tech and Adult
Gene Coulson	WVDE Executive Director Division of Tech and Adult
Kathy Gillman	WVDE Coordinator Engineering Technical
Betsy Dolin	Chair of WV Consortium of Undergraduate Research and Engineering (CURE)
Roger Bennett	Math Science Partnership Math Specialist
Judy Pomeroy	RESA IV Mathematics
Bill Niday	Superintendent, Wood County
Bill Smith	Superintendent, Cabell County
Clinton H. Giles	Principal, Capital High School, Kanawha County
Joyce Cole	Principal, Sherrard Middle School, Marshall County
Tammy Chamber	Principal, Paden City Elementary, Wetzel County
Rosie Rhodes	Science Coordinator, Kanawha County
Holly Plunkett	Math Teacher, Monongalia County
Mickie Richardson S	Science Teacher, Wood County
Phyllis Buchanan	DuPont, Manager Office of Education
Paul Prater	American Electric Power Contact, Education, Northern Region
Mark Dempsey	American Electric Power Contact, Education Kanawha County
Erica Shiben	Bayer Corp. New Martinsville site
Keith Smith	Edvantia
James Denova	Benedum Foundation

October 21, 2009

K. Robert "Bob Buchanan
Wood County Supervisor
Little Kanawha Conservation District
91 Boyles Lane
Parkersburg, WV 26104

Dear Mr. Buchanan:

After hearing you speak regarding environmental education at the State Board of Education meeting on October 7, 2009, I wanted to share with you the progress we are making to improve environmental education in West Virginia schools.

This fall experienced teachers from across the state are meeting to write content standards and objectives for an elective high school Environmental Science course. Many of the ideas that will be included in the new course objectives have been adapted from the National American Association for Environmental Education's *Excellence in Environmental Education Guidelines for Learning*. Teachers will also revise the science content standards and objectives for kindergarten through the eighth grade. Part of this revision will include environmental literacy objectives at each of these grade levels.

Professional development experiences across the state are preparing teachers to use problem based learning strategies to increase the rigor and relevance of their content. Environmental topics lend themselves easily to that strategy and are included in many problem based lessons and units that are posted on the West Virginia Teach 21site and are available for use in classrooms across the state.

Martha Burke, Assistant Director for the Office of Instruction, and Robin Anglin, Science Coordinator, attended the Envirothon last spring at the Greenbrier Youth Camp. They have spoken highly of the program and say that it certainly is in line with effective problem based learning strategies. Please contact Ms. Burke or Ms. Anglin at 304.558.5325 if you need any assistance. Thank you for providing such a wonderful program for the students of West Virginia.

Sincerely,

Priscilla Haden, President
West Virginia Board of Education

PH:RA

cc: Dr. Steven L. Paine, State Superintendent of Schools
West Virginia Board of Education Members

The West Virginia Department of Education and the World Wide Workshop Foundation have partnered to establish the Globaloria program as an elective at high schools throughout the state of West Virginia over the next two years.

The Opportunity:

- Globaloria-WV (www.Globaloria.org/wv) is a game design and web 2.0 curriculum that has been implemented in the state successfully since 2007. This year it is implemented in 50 classrooms in 23 schools throughout the state of West Virginia through an innovative public, private, not-for-profit partnership between the WVDE, the World Wide Workshop, Governor Manchin, Verizon WV, Benedum Foundation, Knight Foundation, and the Caperton Fund.
- Educators receive stipends ($750 per quarter) and are well-trained with the most advanced leaning theory and supported throughout the year with the most advanced technologies to teach their students to design their own flash-based educational video games, to blog, and to collaborate online and create their own wikis and video conferences.
- Graduate Course credit – educators can receive graduate course credit from Marshall University for teaching Globaloria.
- Globaloria is being taught as a stand-alone elective course (WVEIS 7692), and is also being incorporated as enrichment to classes such as digital imaging, game design, social studies, English, math, science (biology, chemistry), or health and civics.
- Students have the opportunity to enter various contests to receive prizes and recognition from state and national leaders (such as Governor Manchin & the First Lady, and retired U.S. Supreme Court Justice Sandra Day O'Connor, New York Hall of Science, NASA, etc.).
- The state-wide program has become a national model for education reform/transformation that is increasing students' leadership, academic and civic engagement, social entrepreneurship, and mastery of 21st-century knowledge and skills through learning-by -doing.

Human Resources Requirements:

- Globaloria must be taught as a full academic year program for credit.
- Students must take the course daily (recommended as a 90-minute block) and total 6-8 hours of combined classroom + homework time per week.
- Educators must devote a minimum of 8-10 hours per week to Globaloria teaching and self-learning.
- Educators must attend all Globaloria Training Academies (July 7-9, 2010; Aug 10-11, 2010, & Jan 21-22, 2011 – total of 7-10 days).

More About the Evaluation and Assessment of the Globaloria Program:

Rigorous research-based assessment is a significant component of Globaloria. In collaboration with local and national research institutions, including WVDE, Edvantia, West Virginia University, Marshall University, Syracuse University and Harvard University, the World Wide Workshop and WVDE are employing an innovative approach to research that utilizes a variety of methods to evaluate the cognitive, behavioral, and affective impact of Globaloria and refine and improve the program from month-to-month and year-to-year. Globaloria research reports are made easily available at www.WorldWideWorkshop.org/reports in order to inform the digital media and learning fields, invite collaboration and inspire innovation.

Appendix C-1

WEST VIRGINIA CODE

§18-2-26. Establishment of multicounty regional educational service agencies; purpose; authority of state board; governance; annual performance standards.

(a) *Legislative intent.* -- The intent of the Legislature in providing for establishment of regional education service agencies, hereinafter referred to in this section as agency or agencies, is to provide for high quality, cost effective education programs and services to students, schools and school systems.

Since the first enactment of this section in one thousand nine hundred seventy-two, the focus of public education has shifted from a reliance on input models to determine if education programs and services are providing to students a thorough and efficient education to a performance based accountability model which relies on the following:

(1) Development and implementation of standards which set forth the things that students should know and be able to do as the result of a thorough and efficient education including measurable criteria to evaluate student performance and progress;

(2) Development and implementation of assessments to measure student performance and progress toward meeting the standards;

(3) Development and implementation of a system for holding schools and school systems accountable for student performance and progress toward obtaining a high quality education which is delivered in an efficient manner; and

(4) Development and implementation of a method for building the capacity and improving the efficiency of schools and school systems to improve student performance and progress.

(b) *Purpose.* -- In establishing the agencies the Legislature envisions certain areas of service in which the agencies can best assist the state board in implementing the standards based accountability model pursuant to subsection (a) of this section and, thereby, in providing high quality education programs. These areas of service include the following:

(1) Providing technical assistance to low performing schools and school systems;

(2) Providing high quality, targeted staff development designed to enhance the performance and progress of students in state public education;

(3) Facilitating coordination and cooperation among the county boards within their respective regions in such areas as cooperative purchasing; sharing of specialized personnel, communications and technology; curriculum development; and operation of specialized programs for exceptional children;

(4) Installing, maintaining and/or repairing education related technology equipment and software with special attention to the state level basic skills and SUCCESS programs;

(5) Receiving and administering grants under the provisions of federal and/or state law; and

(6) Developing and/or implementing any other programs or services as directed by law or by the state board.

(c) *State board rule.* -- The state board shall reexamine the powers and duties of the agencies in light of the changes in state level education policy that have occurred and shall establish multicounty regional educational service agencies by rule, promulgated in accordance with the provisions of article three-b, chapter twenty-nine-a of this code.

The rule shall contain all information necessary for the effective administration and operation of the agencies. In developing the rule, the state board may not delegate its constitutional authority for the general supervision of schools to the agencies, however, it may allow the agencies greater latitude in the development and implementation of programs in the service areas outlined in subsection (b) of this section with the exceptions of providing technical assistance to low performing

schools and school systems and providing high quality, targeted staff development designed to enhance the performance and progress of students in state public education. These two areas constitute the most important responsibilities for the agencies.

The rule establishing the agencies shall be promulgated before the first day of November, two thousand two, and shall be consistent with the provisions of this section. It shall include, but is not limited to, the following procedures:

(1) Providing for a uniform governance structure for the agencies containing at least these elements:

(A) Selection by the state board of an executive director who shall be responsible for the administration of his or her respective agency. The rule shall provide for the state board to consult with the appropriate regional council during the selection process;

(B) Development of a job description and qualifications for the position of executive director, together with procedures for informing the public of position openings and for taking and evaluating applications for these positions;

(C) Provisions for the agencies to employ other staff, as necessary, with the approval of the state board and upon the recommendation of the executive director: *Provided,* That prior to the first day of July, two thousand three, no person who is an employee of an agency on the effective date of this section may be terminated or have his or her salary and benefit levels reduced as the sole result of the changes made to this section or by state board rule;

(D) Appointment by the county boards of a regional council in each agency area consisting of representatives of county boards and county superintendents from within that area for the purpose of advising and assisting the executive director in carrying out his or her duties. The state board may provide for membership on the regional council for representatives from other agencies and institutions who have interest or expertise in the development or implementation of regional education programs; and

(E) Selection by the state superintendent of a representative from the state department of education to serve on each regional council. These representatives shall meet with their respective regional councils at least quarterly;

(2) Establishing statewide standards by the state board for service delivery by the agencies. These standards may be revised annually and shall include, but are not limited to, programs and services to fulfill the purposes set forth in subsection (b) of this section;

(3) Establishing procedures for developing and adopting an annual basic operating budget for each agency and for other budgeting and accounting procedures as the state board may require;

(4) Establishing procedures to clarifying that agencies may acquire and hold real property;

(5) Dividing the state into appropriate, contiguous geographical areas and designating an agency to serve each area. The rule shall provide that each of the state's counties is contained within a single service area and that all counties located within the boundaries of each agency, as determined by the state board, shall be members of that agency; and

(6) Such other standards or procedures as the state board finds necessary or convenient.

(d) *Regional services.* -- In furtherance of the purposes provided for in this section, the state board and the regional council of each agency shall continually explore possibilities for the delivery of services on a regional basis which will facilitate equality in the education offerings among counties in its service area, permit the delivery of high quality education programs at a lower per student cost, strengthen the cost effectiveness of education funding resources, reduce administrative and/or operational costs, including the consolidation of administrative, coordinating and other county level functions into region level functions, and promote the efficient administration and operation of the public school systems generally.

Technical, operational, programmatic or professional services are among the types of services appropriate for delivery on a regional basis.

(e) *Virtual education.* -- The state board, in conjunction with the various agencies, shall develop an effective model for the regional delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or

where the delivery method substantially improves the quality of an instructional program. The model shall incorporate an interactive electronic classroom approach to instruction. To the extent funds are appropriated or otherwise available, county boards or regional educational service agencies may adopt and utilize the model for the delivery of the instruction.

(f) *Computer information system.* -- Each county board of education shall use the uniform integrated regional computer information system recommended by the state board for data collection and reporting to the state department of education. County boards of education shall bear the cost of and fully participate in the implementation of the system by using one of the following methods:

(1) Acquiring necessary, compatible equipment to participate in the regional computer information system; or

(2) Following receipt of a waiver from the state superintendent, operating a comparable management information system at a lower cost which provides at least all uniform integrated regional computer information system software modules and allows on-line, interactive access for schools and the county board office onto the statewide communications network. All data formats shall be the same as for the uniform integrated regional information system and will reside at the regional computer.

Any county granted a waiver shall receive periodic notification of any incompatibility or deficiency in its system. No county shall expand any system either through the purchase of additional software or hardware that does not advance the goals and implementation of the uniform integrated regional computer information system as recommended by the state board.

(g) *Reports and evaluations.* -- Each agency shall submit to the state superintendent on such date and in such form as specified in the rules adopted by the state board a report and evaluation of the technical assistance and other services provided and utilized by the schools within each respective region and their effectiveness. Additionally, any school may submit an evaluation of the services provided by the agency to the state superintendent at any time. This report shall include an evaluation of the agency program, suggestions on methods to improve utilization and suggestions on the development of new programs and the enhancement of existing programs. The reports and evaluations submitted pursuant to this subsection shall be submitted to the state board and shall be made available upon request to the standing committees on education of the West Virginia Senate and House of Delegates and to the secretary of education and the arts.

(h) *Funding sources.* -- An agency may receive and disburse funds from the state and federal governments, from member counties, or from gifts and grants.

(i) *Employee expenses.* -- Notwithstanding any other provision of this code to the contrary, employees of agencies shall be reimbursed for travel, meals and lodging at the same rate as state employees under the travel management office of the department of administration.

A county board member may not be an employee of an agency.

(j) *Meetings and compensation.* --

(1) Agencies shall hold at least one half of their regular meetings during hours other than those of a regular school day. The executive director of each agency shall attend at least one meeting of each of the member county boards of education each year to explain the agency's services, garner suggestions for program improvement and provide any other information as may be requested by the county board.

(2) Notwithstanding any other provision of this code to the contrary, county board members serving on regional councils may receive compensation at a rate not to exceed one hundred dollars per meeting attended, not to exceed fifteen meetings per year. County board members serving on regional councils may be reimbursed for travel at the same rate as state employees under the rules of the travel management office of the department of administration.

(k) *Computer installation, maintenance and repair.* -- Agencies shall serve as the lead agency for computer installation, maintenance and repair for the basic skills and SUCCESS computer programs. Each agency shall submit a quarterly status report on turn around time for computer installation, maintenance and repair to the state superintendent of schools who shall then submit a report to the legislative oversight commission on education accountability. The status report for turn

around time for computer installation, maintenance and repair shall be based on the following suggested time schedules:

Network File Servers.....forty-eight hours

Local Area Networks.....forty-eight hours

West Virginia Education

Information System.....twenty-four hours

Computer Workstations.....three to five days

Printers.....three to five days

Other Peripherals.....three to five days

Agencies also shall submit an audit report to the legislative oversight commission on education accountability each year.

(l) *Professional development.* -- Pursuant to the processes and provisions of section twenty-three-a, article two, chapter eighteen of this code, each agency shall provide coordinated professional development programs within its region to meet the professional development goals established by the state board.

Note: Code updated with legislation passed through the 2008 2nd Extraordinary Session

Developing Governor's P-20 Longitudinal Data System for Educational Program Evaluation and Research

Background

In the summer of 1990, a special session of the legislature was called to address some education reforms. One of those reforms dealt with the creation of a comprehensive management information system for all schools and school districts. The passage of the legislation which required all schools and districts to become of part of the system required the implementation by January, 1991. The comprehensive system contained modules for student information, attendance, grades, scheduling, payroll, personnel, finances, fixed assets and warehousing.

The statewide educational data system is one of the few in existence nationwide. All modules are relational and records from one module can be associated with records from another. The data have been maintained since the inception of the system (West Virginia Education Information System) so that a longitudinal data view can be provided for improving operations and making good instructional decisions in the school and county.

The Higher Education Policy Commission has maintained public higher education records for many years. While each higher education institution has its own management information system, each is required to provide specific data elements at proscribed times in the year to the Higher Education Policy Commission. From these data, a longitudinal view of public higher education can be derived.

Current Focus

As a part of the current national data agenda, Data Quality Campaign developed a set of "essential elements" for a longitudinal data system. West Virginia has met nine of the ten elements. The element still lacking, but which this proposal addresses, is the connection of the public P-12 data to the higher education data to present a P-20 view of students. The new federal administration, through the stimulus money, is strongly encouraging these P-20 efforts in states.

In the past, this effort has been fairly difficult to accomplish due to the Family Education Record Privacy Act (FERPA) and its rules about sharing individually identifiable student educational records without specific parental authority. This federal law was passed in 1974 and relates to both P-12 and higher education students. As a collector of the data from the local schools, the WVDE had no authority to share the collected records with anyone. Schools and school systems could share student records with parental permission. Using that permission, WVDE and the HEPC share records for the purpose of the Promise Scholarship.

Last year, the USED revised the FERPA regulations and gave some flexibility to the sharing of the data between higher education and P-12 education, but it appeared to be a one-way sharing. One agency evaluating the other could receive personally identifiable information, but results of the combination of the records could be shared back in aggregate and non-personally identifiable ways. Both higher education and P-12 education are interested in a two way sharing.

Since no FERPA authorized solution has emerged from USED, WVDE and HEPC have decided on a way to create the longitudinal data system that we believe will work for the development of the P-20 longitudinal data system. Both agencies agree that using a third party to match data and maintain the warehouse will meet the needs of P-12, higher education, and the public. This public is large and will include such groups as law makers, researchers, program evaluators, parents, business, and others.

WVNET will serve as the third party entity which will create and maintain the P-20 longitudinal data system. Through a Memorandum of Understanding, WVNET will receive specific student records from P-12 and higher education and will manage those records and files derived from them in accordance with the directives and rules established by the governing board and those agencies that are a party to the new system.

The Plan

1. Create a Governance Group for the Governor's Longitudinal Data System for Program Evaluation and Research
    a. Include representatives from all agencies involved in the P-20 system and other communities of interest. Suggestions follow:
        i. Governor's Office
        ii. WVDE
        iii. HEPA
        iv. Community Colleges
        v. Higher Education Researchers
        vi. Public
        vii. Administrator from Public P-12
        viii. Administrator from Higher education institutions
        ix. Other agencies as they join the system
2. Hire personnel for the project
   Staff is required to establish and maintain any substantial data system. Using WVNET to act as a data center for the system has a decided advantage in that it is a currently an established data system with years of expertise and has some computing power and staff already employed. While additional staff will be required to implement and maintain the new P-20 system, the number of employees required will be limited. As the system grows and develops, more staff could be required, but the list below reflects requirements for the initial implementation of the system.
    a. Hire expert contractor experienced with the design and development of P-20 system longitudinal data systems, who can share best practices, successes and pitfalls. This contract would be limited in focus to; work with staff in the system design, assist the Governance Board in establishing policies, procedures, and protocols, establish a mechanism for receiving input into the type of reports and analytics the system would have to address (what are the questions the system should be designed to answer.)
    b. Hire a project manager at WVNET. Hire an analyst at WVNET
    c. Hire a data specialist at both WVDE and HEPC to work with creating and transmitting data files to the P-20 system.
3. WVDE, HE, WVNET and the Contractor work together with the governing board to develop a set of policies, protocols and procedures to be employed for the new system
4. In concert with education researchers and other interested data users, establish a set of research and program evaluation questions that must be addressed by the data system.
5. Based on the questions to be answered, WVDE, HE, WVNET, and the Contractor determine the data elements to be maintained in the system.

6. Design the computer system requirements, network requirements, and software requirements for the system and issue RFP and or RFQs to acquire the products and services.
7. WVDE and HE create data sets of required elements to be sent to the P-20 system.
8. Records will be refreshed at least semi-annually or more often if required. The frequency of data refresh will be determined in the design of the system.
9. Upgrade WVDE data system and HE data systems to incorporate those modules and data elements that will be necessary to supply the P-20 system with appropriate data.
    a. Upgrade WVEIS Personnel and Financial Systems to offer better access to employees to their information and make a more seamless interface with WVDE applications such as teacher licensure and staff development for educators.
    b. Upgrade HE data system provide facility to send to WVDE electronic transcripts for students who are applying for licensure.
    c. Purchase the membership fee required to utilize the National Clearing House for matching of WVDE student graduate records nationwide for their enrollment in any institution of higher education. This will be done in conjunction with the Higher Education Policy Commission.

The Governor's P-20 Longitudinal Data System for Education program Evaluation and Research will continue to grow. Once the association is made with the P-12 and HE systems, other agency data that will inform education policy and evaluate educational programs will be included. The next agency whose data will be requested for inclusion will be Employment Records. This will provide a broader view of student activities after high school. This additional data should be available in year two of the implementation. Other agencies with data of interest to this system would probably include military, corrections, and DHHR.

The possibilities for the P-20 system are great. The Governor's providing a portion of the stimulus money for this purpose will allow West Virginia to move ahead quickly in having a comprehensive view of students as they move through the education system and into the workplace or other environment. The data will provide a transparent view of various facets of education programs and educational outcomes.

Budget	**Year 1**	**Year 2**
Personnel (4 total, 2 WVNET, 1 WVDE and 1 HEPC)	$480,000	$480,000
Contractors	$350,000	
Data Center (Hardware, Software, Other Expenses)	$1,400,000	$550,000
WVDE Software purchase and development	$500,000	$300,000
HEPC- NCH Purchase, software purchase and development	$500,000	$300,000

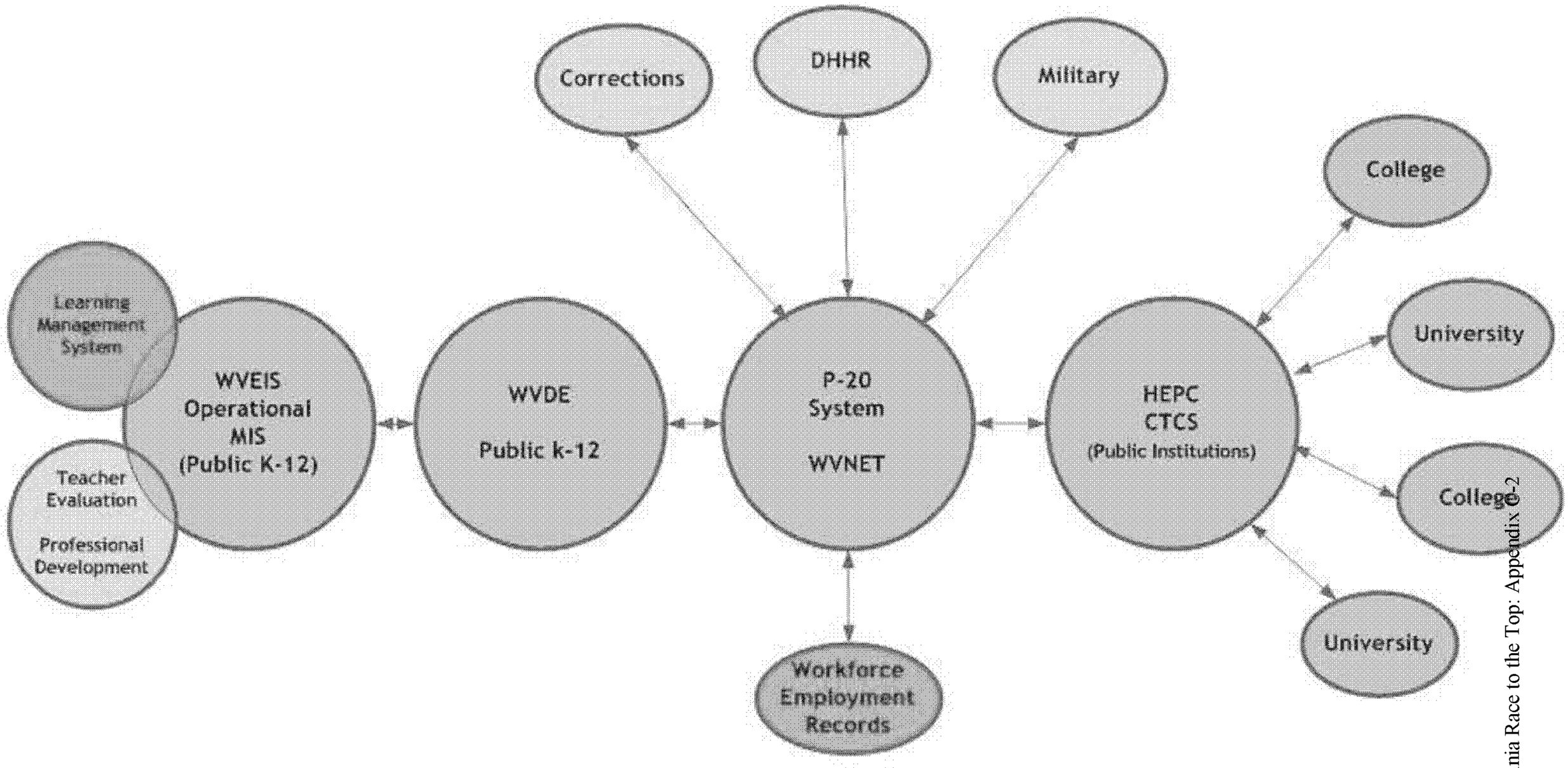
Points to Ponder

While it appears that there will be enough money to get the project started, being able to sustain the system over the years is a concern. With most grants that are available providing startup funds, one criteria of the grant is how the project is sustained after the initial set-up funds are exhausted. That is an issue that needs to be addressed from the beginning.

Other sources of ARRA funds for data systems are also available through grants. Two grant opportunities are possibilities for development and expansion of P-20 longitudinal data systems to making a stronger data connection between students for teachers. The first grant is from USED ARRA funds to be used for state longitudinal data systems and can be applied for by any SEA. The second grant opportunity is again from USED ARRA funds and is labeled Race to the Top. One component of the system is expansion of data systems to support the school improvement agenda. West Virginia will recommend, as part of this grant application, an electronic learning space for students with associated digital management of the results of the student's work and their ultimate learning. Both grants require a coordinated effort that includes the Governor's office working with the SEA on the projects.

Again, sustainability is a key factor in the application.

Governor's P-20 Longitudinal Data System



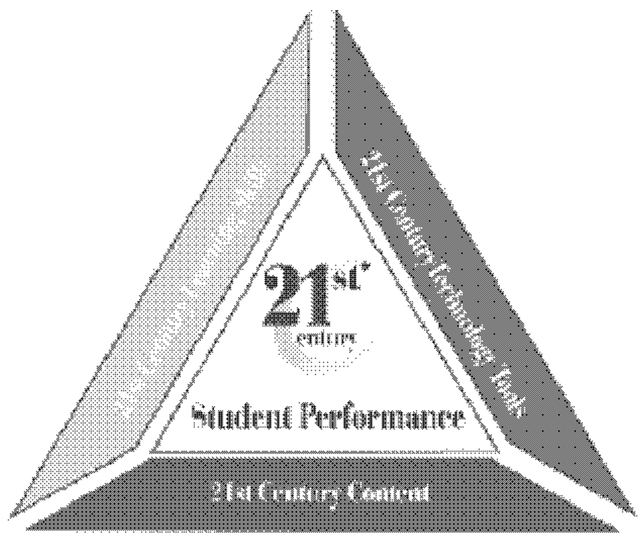
Appendix C-3

Teach 21

The Big Picture

ASSESSMENT UPDATES

March 2009
January 2009
November 2008
October 2008
September 2008
August 2008
July 2008
June 2008
May 2008



Welcome to the Teach 21 Web Site!

This site was designed by teachers to assist colleagues in planning and delivering effective 21st century instruction in West Virginia Classrooms. It enables educators to quickly access 21st Century Content Standards, Learning Skills and Technology Tools for WV Schools, as well as other resources that exemplify rigorous and relevant instructional design and delivery.

Information is easily accessible for teachers, administrators, parents and students. Standards-based units, lesson plans, instructional guides and project based learning designs model the integration of content, learning skills and technology standards, research-based instructional strategies, differentiated instruction and rich classroom assessments, including a culminating performance, product or project with an accompanying rubric.

At the heart of the triangle is student achievement. The wealth and depth of resources provided support the realization of West Virginia's goal to prepare students to be successful in tomorrow's world.

Interactive CSOs
Power Standards
Strategy Bank
Instructional Guides
Interactive Professional Development
Learning Skills
Technology Tools
WESTEST Sample Questions
WESTEST Writing Prompt Sample 3rd 4th 5th

West Virginia Department of Education
1900 Kanawha Boulevard East, Charleston, WV 25305
(Staff Phone and Email by Name) (School Directory)

Topics: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

For suggestions, questions, problems contact the webmaster
Please read our disclaimers

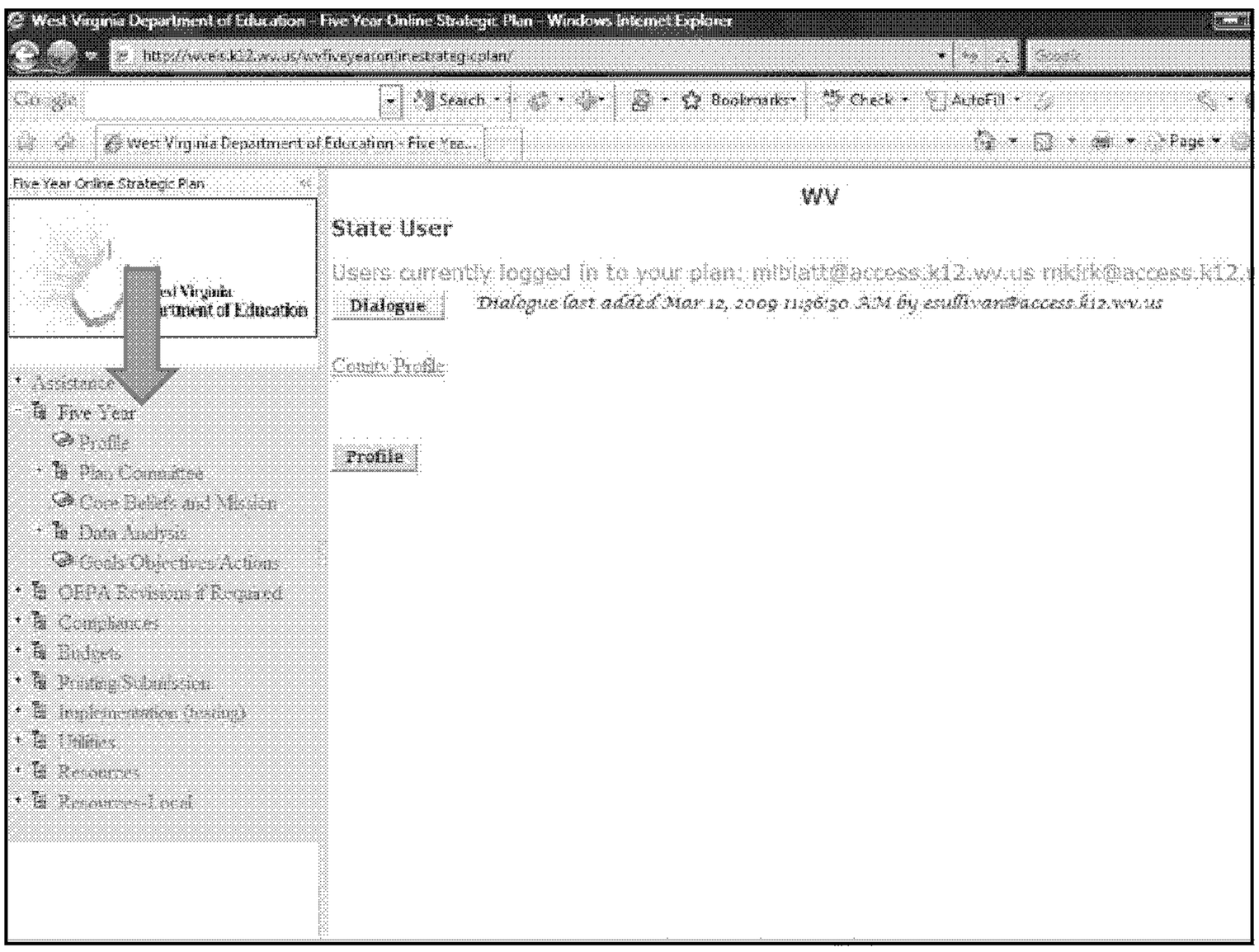
State Board | Department | Teachers | Parents | Students | Community | Data

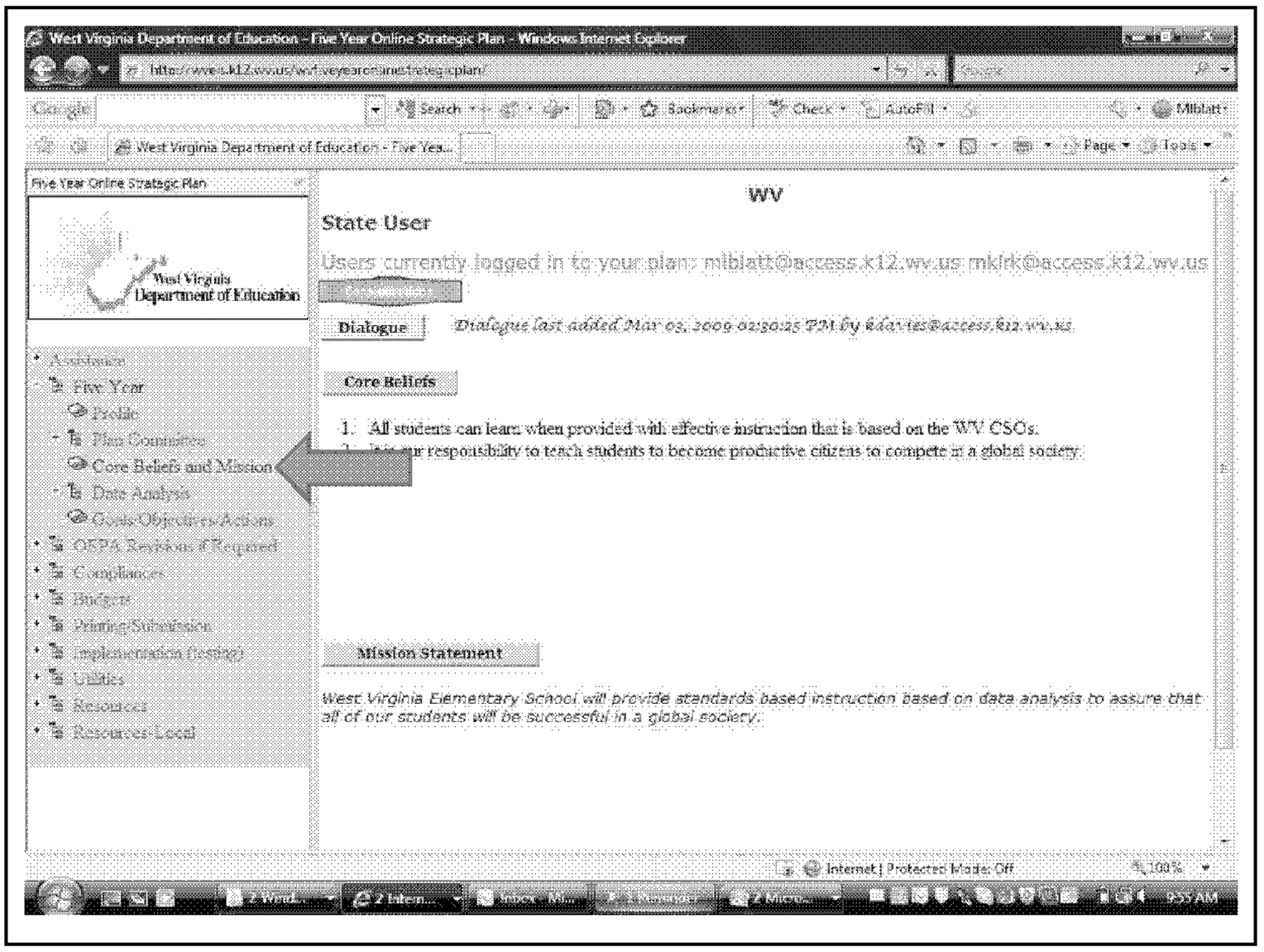
GLOBAL21

Students deserve it • The world demands it

West Virginia Department of Education

American Recovery and
Reinvestment Act
Strategic Planning Seminars




West Virginia Department of Education - Five Year Online Strategic Plan - Windows Internet Explorer
Five Year Online Strategic Plan
West Virginia Department of Education
Assistance
Five Year
Profile
Plan Committee
Core Beliefs and Mission
Data Analysis
Goals/Objectives/Actions
OEPA Revisions if Required
Compliances
Budgets
Printing/Submission
Implementation (Testing)
Utilities
Resources
Resources-Local
WV
State User
Users currently logged in to your plan: mlblatt@access.k12.wv.us mkirk@access.k12.wv.us
Dialogue
Dialogue last added Mar 05, 2009 02:30:25 PM by kdavies@access.k12.wv.us
Core Beliefs
1. All students can learn when provided with effective instruction that is based on the WV CSOs.
Mission Statement
West Virginia Elementary School will provide standards based instruction based on data analysis to assure that all of our students will be successful in a global society.
Internet | Protected Mode: Off
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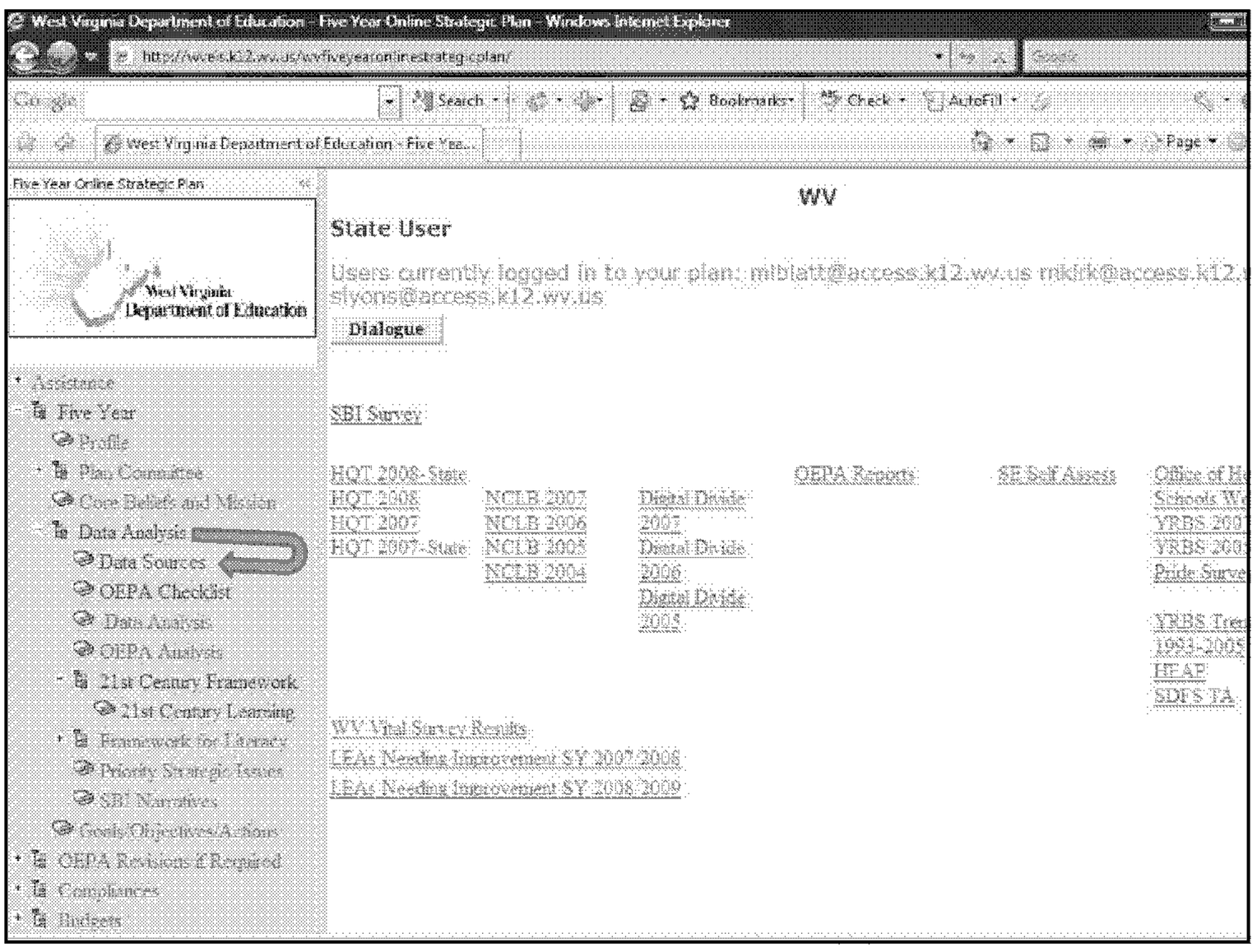
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Data Sources
OEPA Checklist
Data Analysis
OEPA Analysis
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21st Century Learning
Framework for Literacy
Priority Strategic Issues
SBI Narratives
Goals/Objectives/Actions
OEPA Revisions if Required
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Budgets
WV
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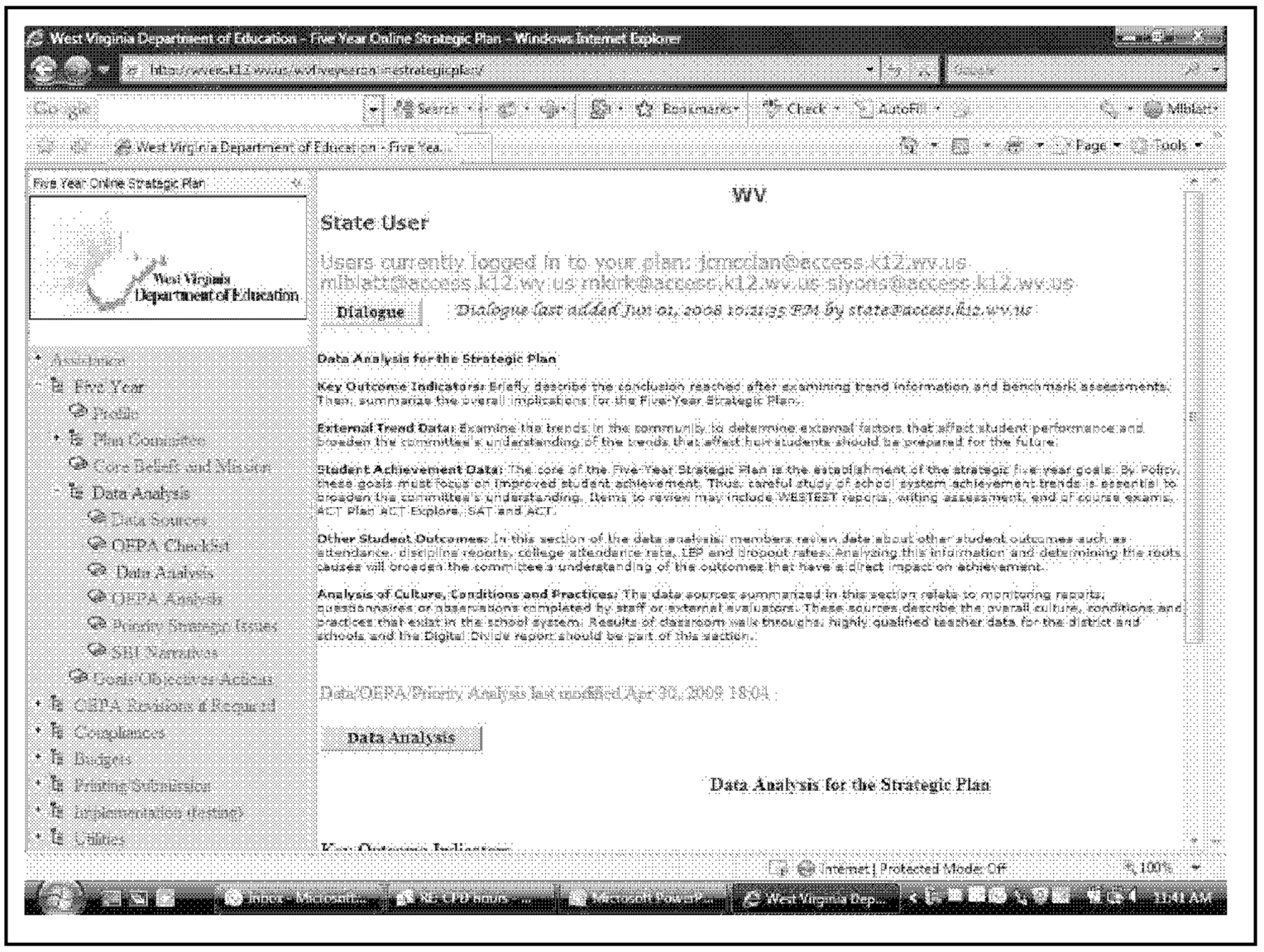
Users currently logged in to your plan: mlblatt@access.k12.wv.us mkirk@access.k12.wv.us sfyons@access.k12.wv.us
Dialogue
SBI Survey
HQT 2008-State
HQT 2008
HQT 2007
HQT 2007-State
NCLB 2007
NCLB 2006
NCLB 2005
NCLB 2004
Digital Divide 2007
Digital Divide 2006
Digital Divide 2005
OEPA Reports
8E Self Assess
Office of Hi
Schools We
YRBS 200
YRBS 200
Pride Surve
YRBS Tren
1993-2005
HEAP
SDFS TA
WV Vital Survey Results
LEAs Needing Improvement SY 2007 2008
LEAs Needing Improvement SY 2008 2009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Implementation (testing)
Utilities
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Users currently logged in to your plan: jmeclan@access.k12.wv.us
mlblatt@access.k12.wv.us mkirk@access.k12.wv.us slyons@access.k12.wv.us
Dialogue
Dialogue last added Jun 01, 2008 10:23:35 PM By state@access.k12.wv.us
Data Analysis for the Strategic Plan
Key Outcome Indicators: Briefly describe the conclusion reached after examining trend information and benchmark assessments. Then, summarize the overall implications for the Five-Year Strategic Plan.
External Trend Data: Examine the trends in the community to determine external factors that affect student performance and broaden the committee's understanding of the trends that affect how students should be prepared for the future.
Student Achievement Data: The core of the Five-Year Strategic Plan is the establishment of the strategic five-year goals. By Policy, these goals must focus on improved student achievement. Thus, careful study of school system achievement trends is essential to broaden the committee's understanding. Items to review may include WESTEST reports, writing assessment, end of course exams, ACT Plan, ACT Explore, SAT and ACT.
Other Student Outcomes: In this section of the data analysis, members review data about other student outcomes such as attendance, discipline reports, college attendance rate, IEP and dropout rates. Analyzing this information and determining the roots causes will broaden the committee's understanding of the outcomes that have a direct impact on achievement.
Analysis of Culture, Conditions and Practices: The data sources summarized in this section relate to monitoring reports, questionnaires or observations completed by staff or external evaluators. These sources describe the overall culture, conditions and practices that exist in the school system. Results of classroom walk throughs, highly qualified teacher data for the district and schools and the Digital Divide report should be part of this section..
Data/OEPA/Priority Analysis last modified Apr 30, 2008 18:04
Data Analysis
Data Analysis for the Strategic Plan
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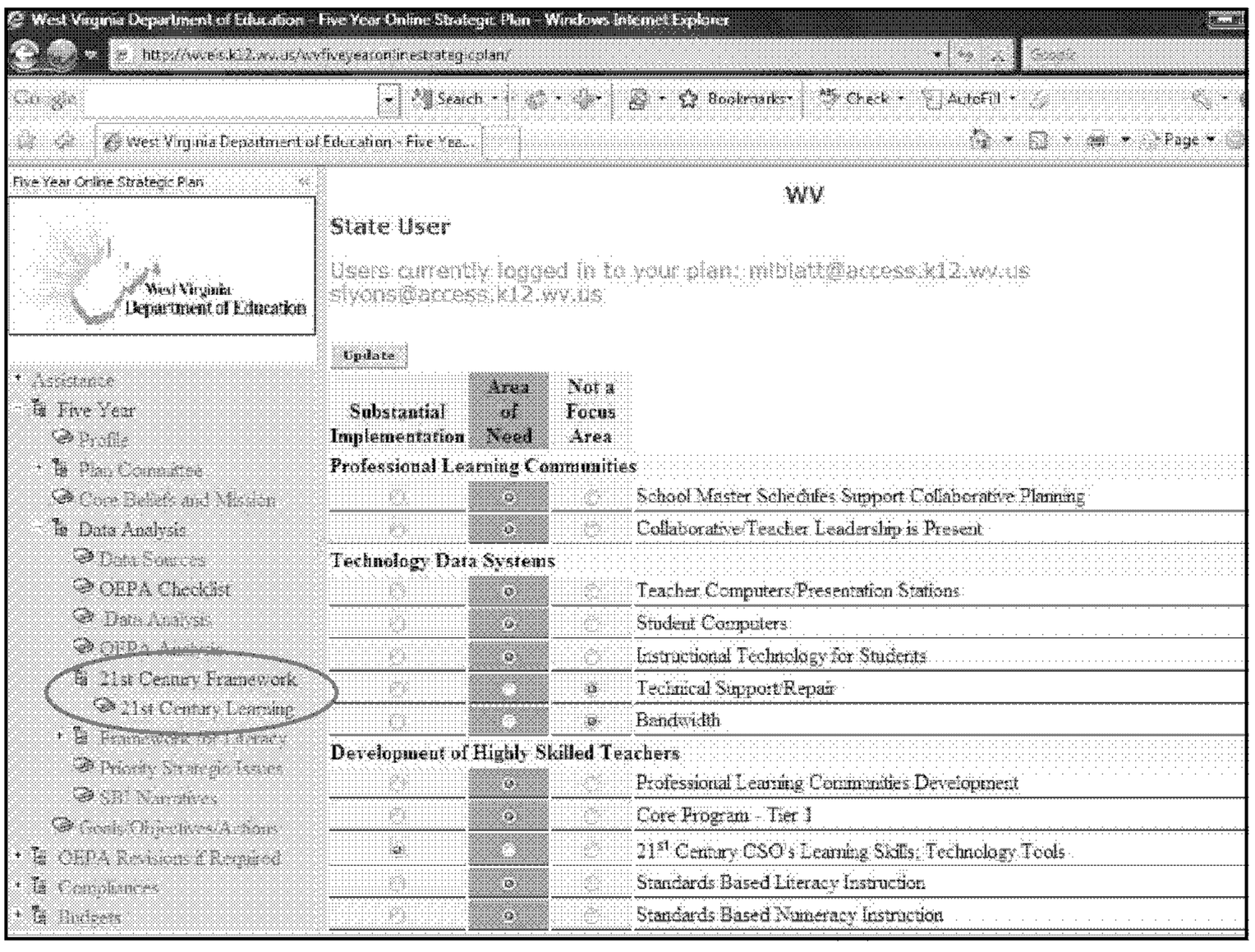
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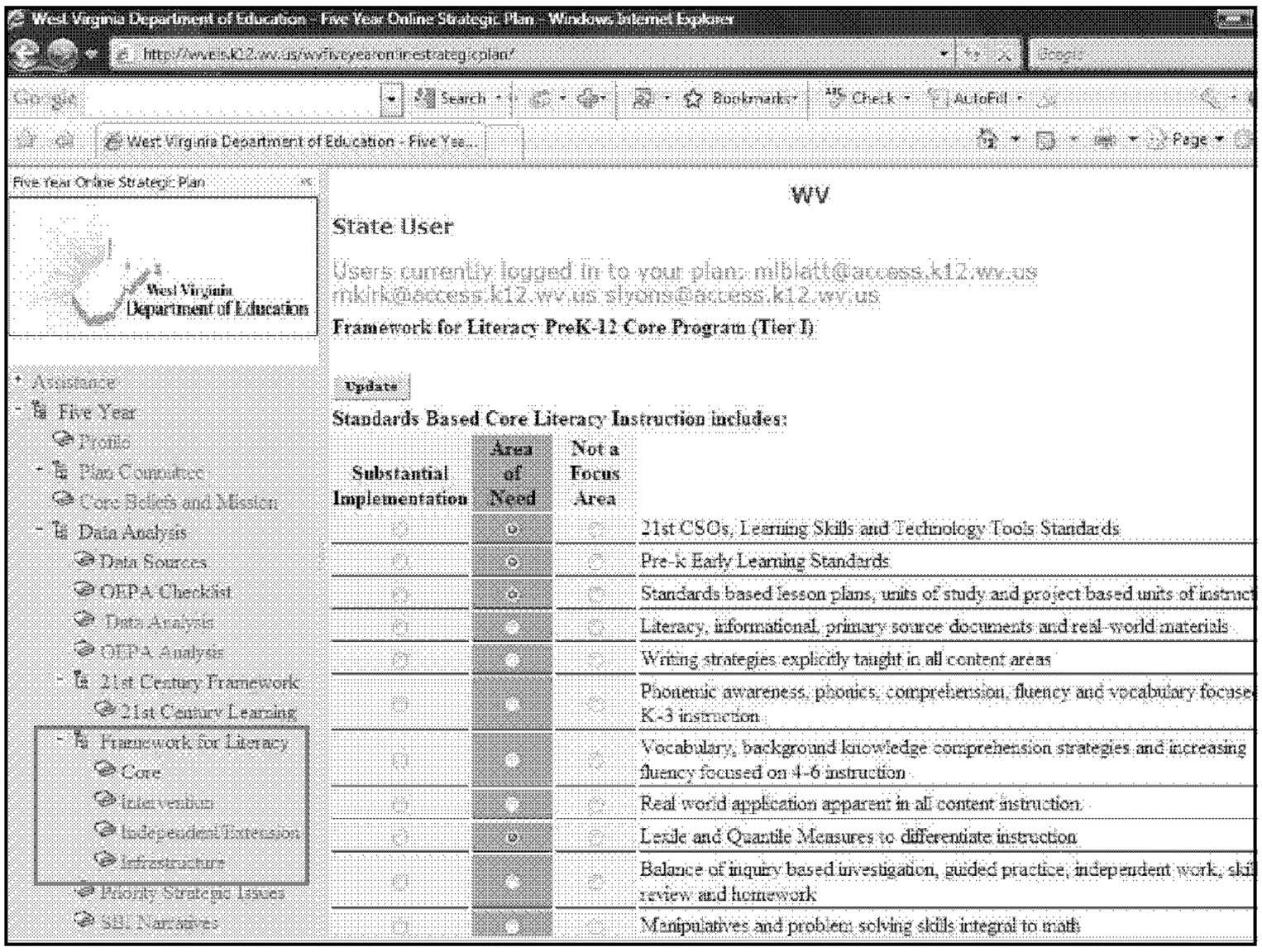
OEPA Revisions if Required
Compliances
Budgets
WV
State User
Users currently logged in to your plan: mlblatt@access.k12.wv.us
slyons@access.k12.wv.us
Update
Substantial Implementation
Area of Need
Not a Focus Area
Professional Learning Communities
School Master Schedules Support Collaborative Planning
Collaborative/Teacher Leadership is Present
Technology Data Systems
Teacher Computers/Presentation Stations
Student Computers
Instructional Technology for Students
Technical Support/Repair
Bandwidth
Development of Highly Skilled Teachers
Professional Learning Communities Development
Core Program - Tier 1
21st Century CSO's Learning Skills; Technology Tools
Standards Based Literacy Instruction
Standards Based Numeracy Instruction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OEPA Analysis
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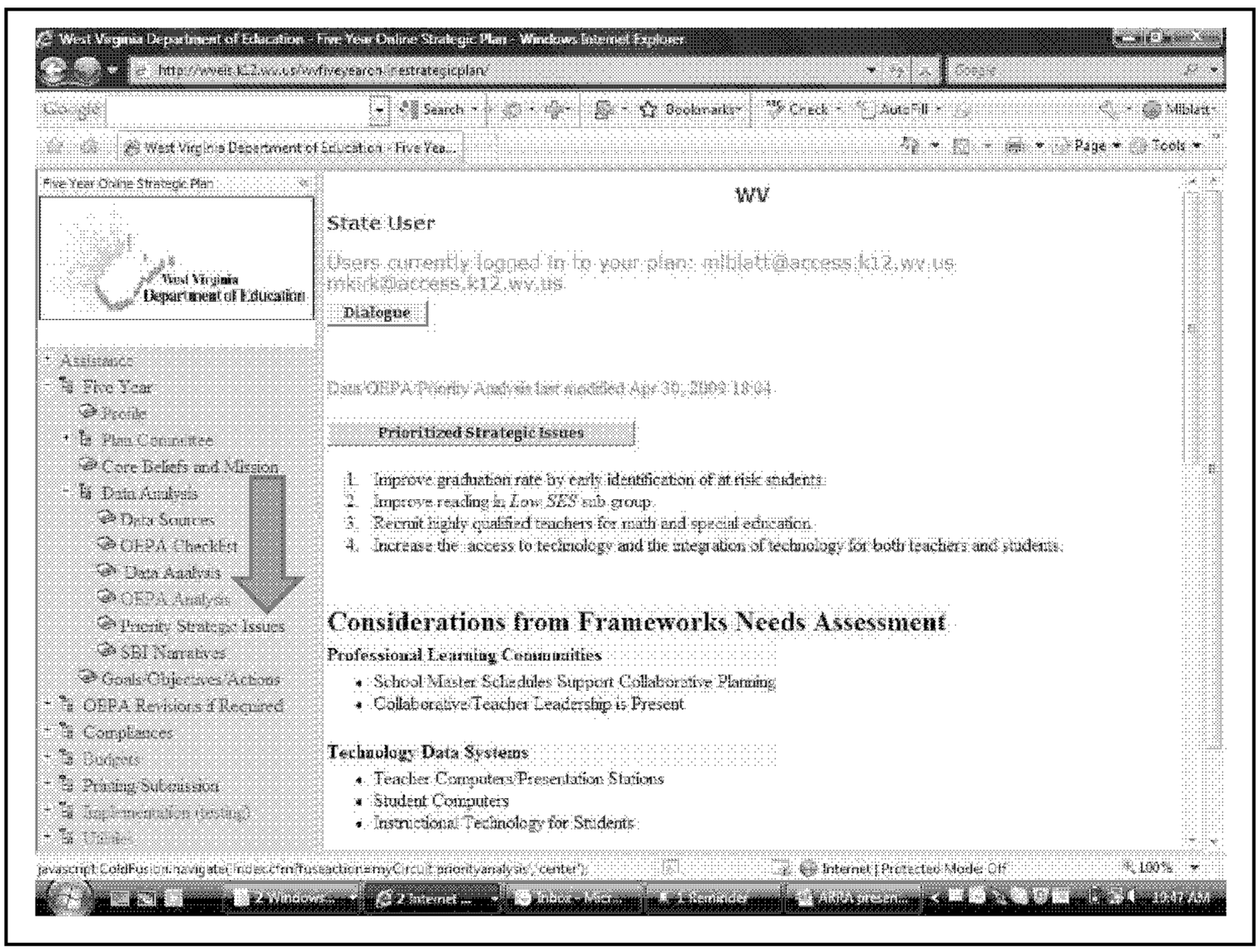
21st Century Learning
Framework for Literacy
Core
Intervention
Independent/Extension
Infrastructure
Priority Strategic Issues
SBI Narratives
WV
State User
Users currently logged in to your plan: mlblatt@access.k12.wv.us mkirk@access.k12.wv.us slyons@access.k12.wv.us
Framework for Literacy PreK-12 Core Program (Tier I)
Update
Standards Based Core Literacy Instruction includes:
Substantial Implementation
Area of Need
Not a Focus Area
21st CSOs, Learning Skills and Technology Tools Standards
Pre-k Early Learning Standards
Standards based lesson plans, units of study and project based units of instruct
Literacy, informational, primary source documents and real-world materials
Writing strategies explicitly taught in all content areas
Phonemic awareness, phonics, comprehension, fluency and vocabulary focuse K-3 instruction
Vocabulary, background knowledge comprehension strategies and increasing fluency focused on 4-6 instruction
Real world application apparent in all content instruction
Lexile and Quantile Measures to differentiate instruction
Balance of inquiry based investigation, guided practice, independent work, skil review and homework
Manipulatives and problem solving skills integral to math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West Virginia Department of Education
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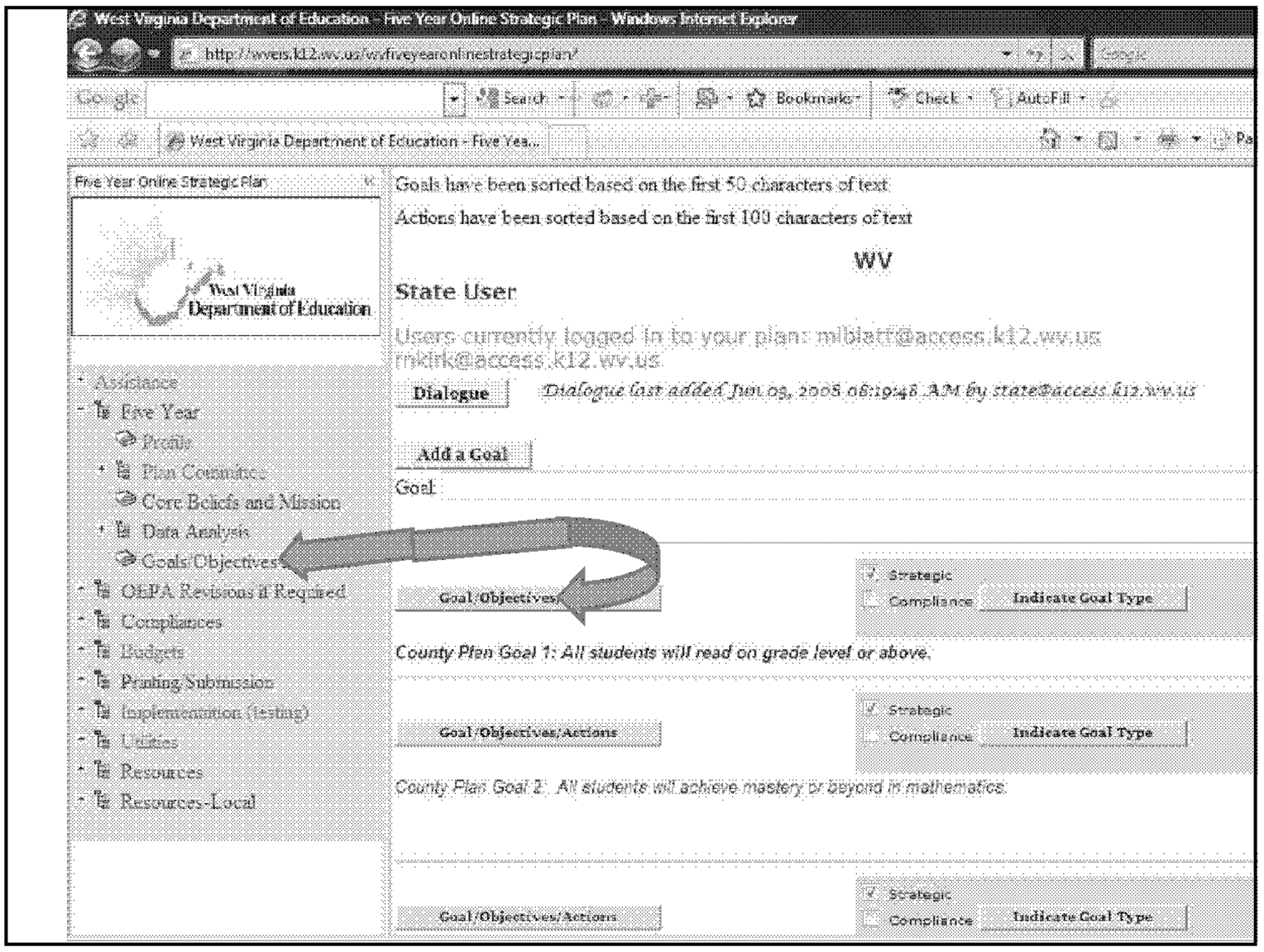
Users currently logged in to your plan: mlblatt@access.k12.wv.us mkirk@access.k12.wv.us
Dialogue
Data/OEPA Priority Analysis last modified Apr 30, 2009 18:04
Prioritized Strategic Issues
1. Improve graduation rate by early identification of at risk students
2. Improve reading in Low SES sub group
3. Recruit highly qualified teachers for math and special education
4. Increase the access to technology and the integration of technology for both teachers and students.
Considerations from Frameworks Needs Assessment
Professional Learning Communities
• School Master Schedules Support Collaborative Planning
• Collaborative Teacher Leadership is Present
Technology Data Systems
• Teacher Computers/Presentation Stations
• Student Computers
• Instructional Technology for Students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OEPA Revisions if Required
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Implementation (testing)
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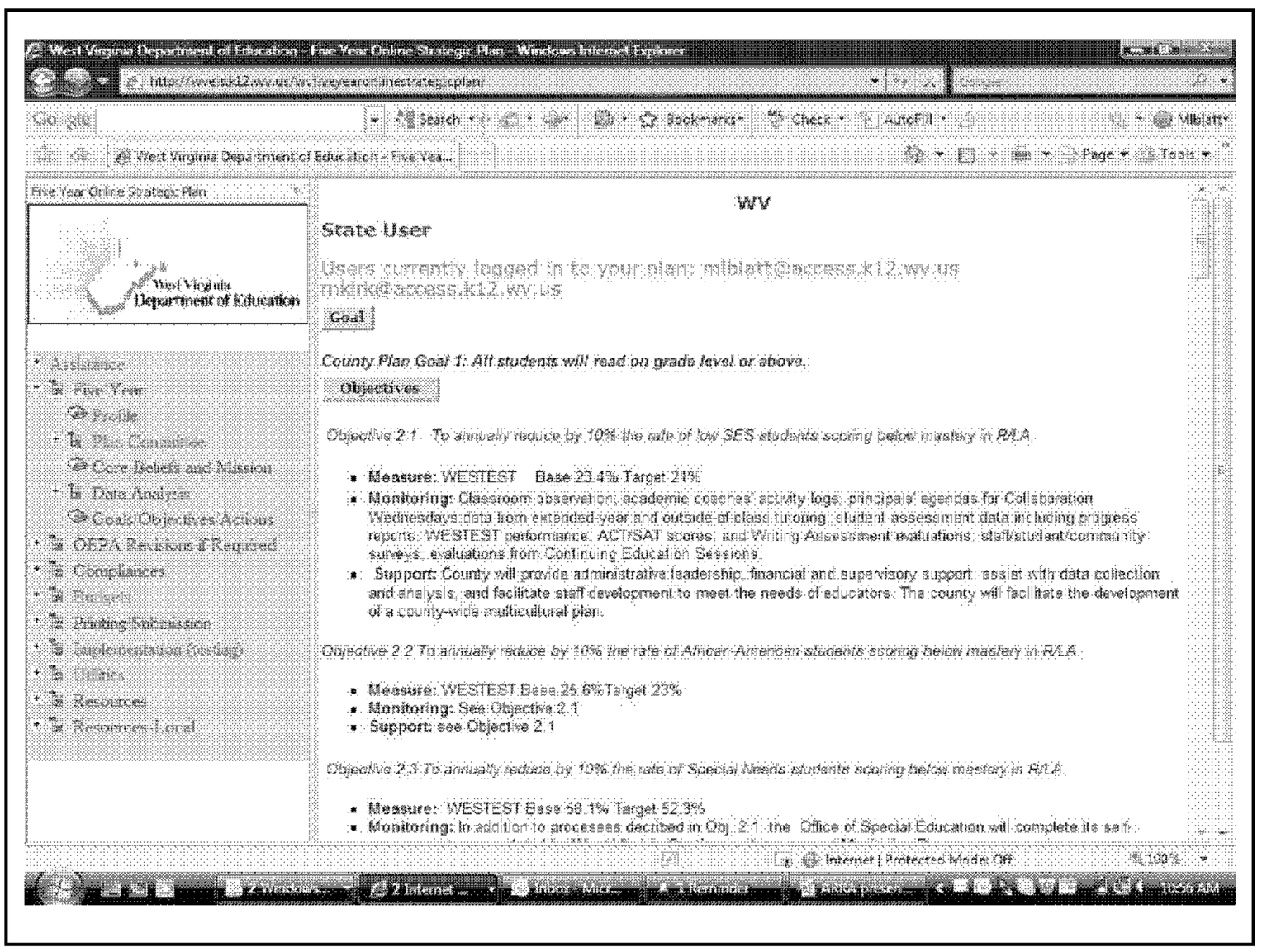
Resources-Local
Goals have been sorted based on the first 50 characters of text
Actions have been sorted based on the first 100 characters of text
WV
State User
Users currently logged in to your plan: mlblatt@access.k12.wv.us
mkirk@access.k12.wv.us
Dialogue
Dialogue last added Jun 05, 2008 08:19:48 AM by state@access.k12.wv.us
Add a Goal
Goal
Goal/Objectives
Strategic
Compliance
Indicate Goal Type
County Plan Goal 1: All students will read on grade level or above.
Goal/Objectives/Actions
Strategic
Compliance
Indicate Goal Type
County Plan Goal 2: All students will achieve mastery or beyond in mathematics.
Goal/Objectives/Actions
Strategic
Compliance
Indicate Goal Type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Resources-Local
WV
State User
Users currently logged in to your plan: mlblatt@access.k12.wv.us
mkirk@access.k12.wv.us
Goal
County Plan Goal 1: All students will read on grade level or above.
Objectives
Objective 2.1 To annually reduce by 10% the rate of low SES students scoring below mastery in R/LA.
Measure: WESTEST Base 23.4% Target 21%
Monitoring: Classroom observation, academic coaches' activity logs, principals' agendas for Collaboration Wednesdays data from extended-year and outside-of-class tutoring, student assessment data including progress reports, WESTEST performance, ACT/SAT scores, and Writing Assessment evaluations, staff/student/community surveys, evaluations from Continuing Education Sessions.
Support: County will provide administrative leadership, financial and supervisory support, assist with data collection and analysis, and facilitate staff development to meet the needs of educators. The county will facilitate the development of a county-wide multicultural plan.
Objective 2.2 To annually reduce by 10% the rate of African-American students scoring below mastery in R/LA.
Measure: WESTEST Base 25.6%Target 23%
Monitoring: See Objective 2.1
Support: see Objective 2.1
Objective 2.3 To annually reduce by 10% the rate of Special Needs students scoring below mastery in R/LA.
Measure: WESTEST Base 58.1% Target 52.3%
Monitoring: In addition to processes decribed in Obj. 2.1, the Office of Special Education will complete its self-
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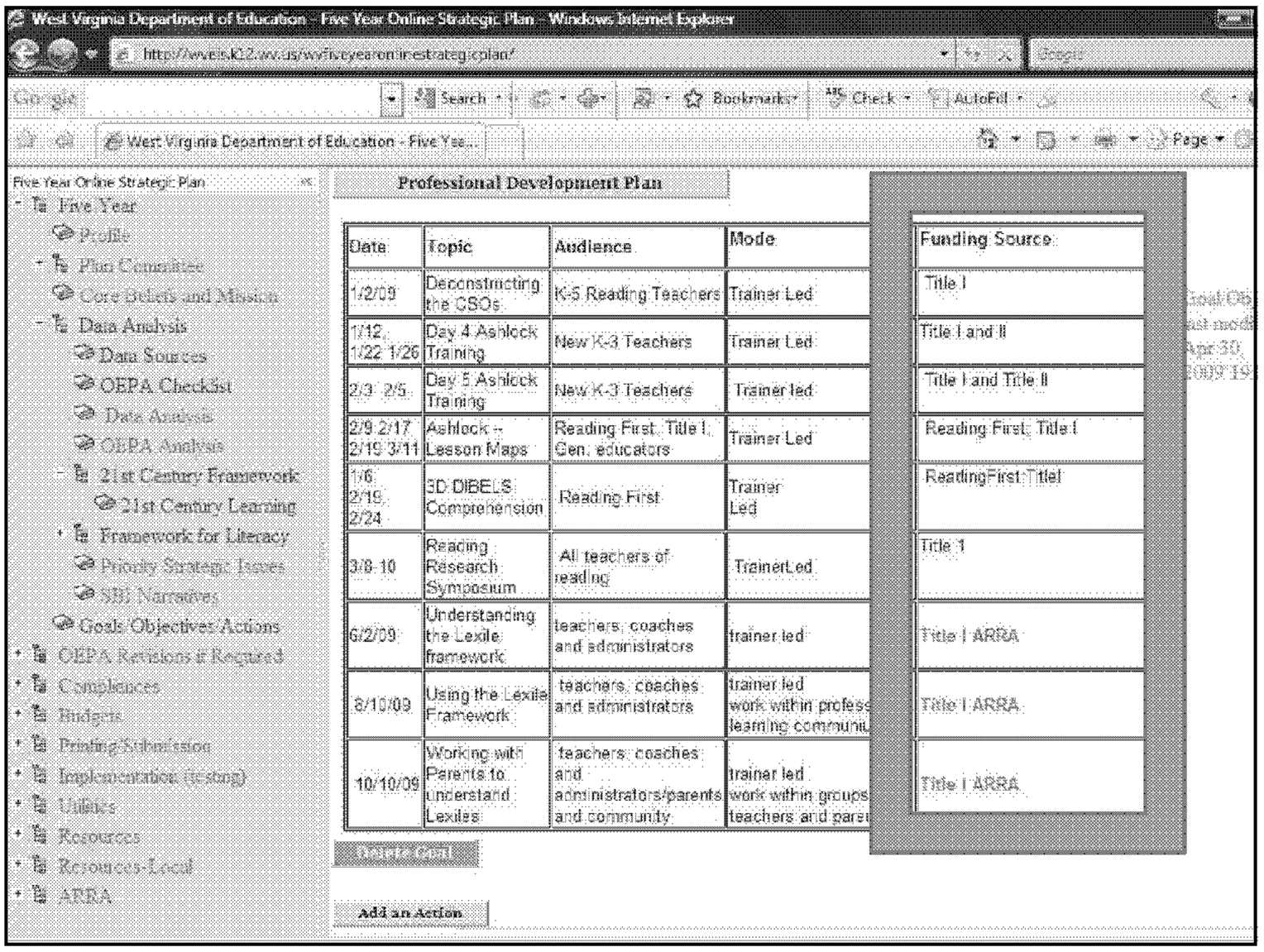
100%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OEPA Revisions if Required
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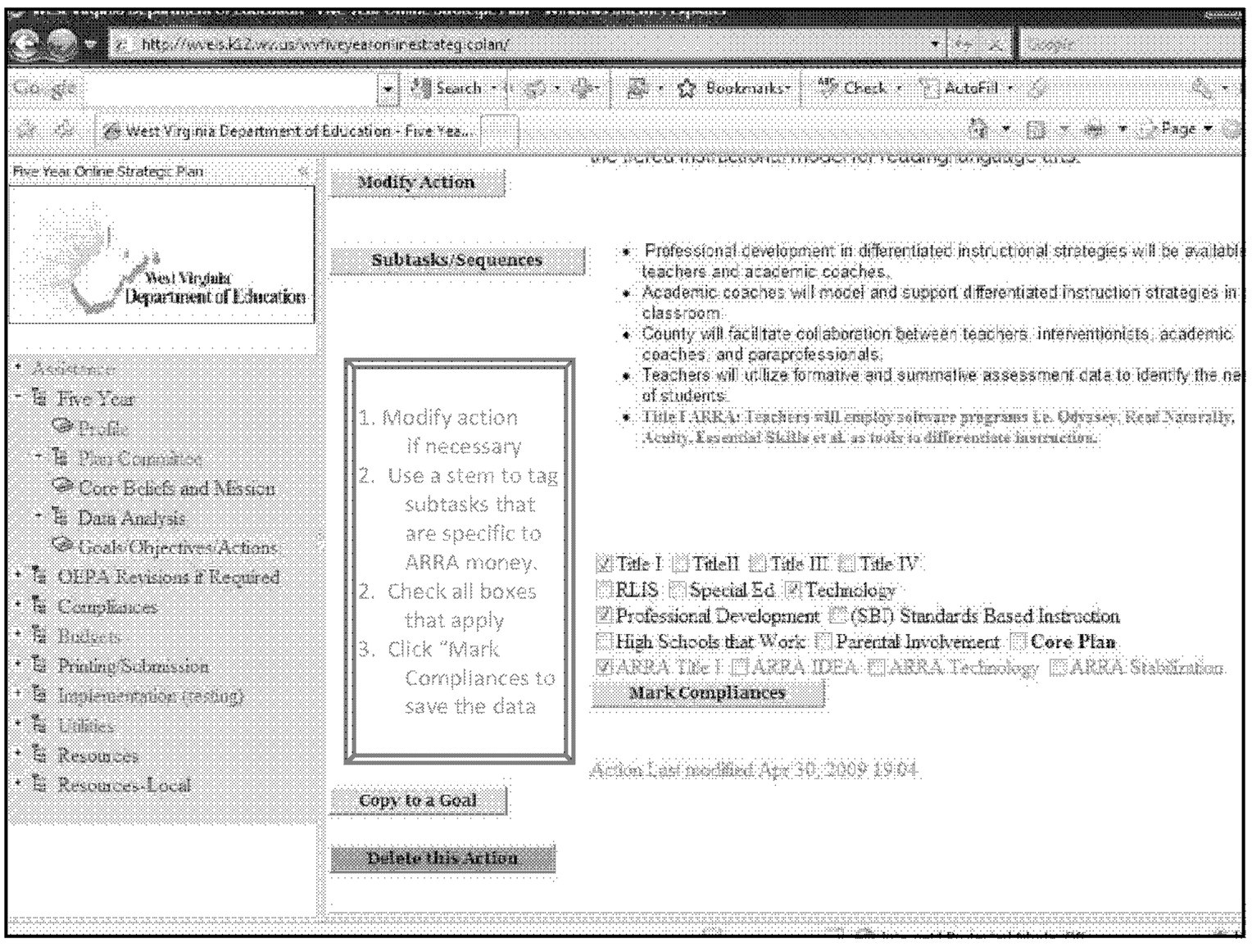
Implementation (testing)
Utilities
Resources
Resources-Local
ARRA
Professional Development Plan
Date
Topic
Audience
Mode
Funding Source
1/2/09
Deconstructing the CSOs
K-5 Reading Teachers
Trainer Led
Title I
1/12, 1/22 1/26
Day 4 Ashlock Training
New K-3 Teachers
Trainer Led
Title I and II
2/3 2/5
Day 5 Ashlock Training
New K-3 Teachers
Trainer led
Title I and Title II
2/9 2/17 2/19 3/11
Ashlock -- Lesson Maps
Reading First, Title I, Gen. educators
Trainer Led
Reading First, Title I
1/6 2/19 2/24
3D DIBELS Comprehension
Reading First
Trainer Led
ReadingFirst Title I
3/8 10
Reading Research Symposium
All teachers of reading
TrainerLed
Title 1
6/2/09
Understanding the Lexile framework
teachers, coaches and administrators
trainer led
Title I ARRA
8/10/09
Using the Lexile Framework
teachers, coaches and administrators
trainer led work within profess learning communi
Title I ARRA
10/10/09
Working with Parents to understand Lexiles
teachers, coaches and administrators/parents and community
trainer led work within groups teachers and pare
Title I ARRA
Delete Goal
Add an Action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Budgets
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Implementation (testing)
Utilities
Resources
Resources-Local
Modify Action
Subtasks/Sequences
Professional development in differentiated instructional strategies will be available teachers and academic coaches.
Academic coaches will model and support differentiated instruction strategies in classroom.
County will facilitate collaboration between teachers, interventionists, academic coaches, and paraprofessionals.
Teachers will utilize formative and summative assessment data to identify the ne of students.
Title I ARRA: Teachers will employ software programs i.e. Odyssey, Read Naturally, Acuity, Essential Skills et al. as tools to differentiate instruction.
1. Modify action if necessary
2. Use a stem to tag subtasks that are specific to ARRA money.
2. Check all boxes that apply
3. Click "Mark Compliances to save the data
Title I
TitleII
Title III
Title IV
RLIS
Special Ed
Technology
Professional Development
(SBI) Standards Based Instruction
High Schools that Work
Parental Involvement
Core Plan
ARRA Title I
ARRA IDEA
ARRA Technology
ARRA Stabilization
Mark Compliances
Action Last modified Apr 30, 2009 19:04
Copy to a Goal
Delete this Action

- Please contact me if you have any questions or concerns.

mlblatt@access.k12.wv.us

Learn21: A Place to Learn Anytime, Anywhere, with No Boundaries

- Nearly 17% of West Virginia students do not graduate from high school.
- Only 58% of all WV 11th grade students are proficient in Mathematics.
- Only 55% of all WV 11th grade students are proficient in Reading/Language Arts.
- Performance of minority students, students who live in poverty, and students with disabilities falls substantially below the ALL group.

> ***"Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: learn what you can in the time we make available. It should surprise no one that some bright, hard-working students do reasonably well. Everyone else-from the typical student to the dropout- runs into trouble."***
>
> *Prisoners of Time, Report of the National Education Commission on Time and Learning, April 1994.*

Learn21: Tomorrow and Today

Imagine a place where West Virginia students can go to learn -- wherever they are, whenever they want, using engaging technology resources tailored to their individual needs and where they collaborate and are supported by mentors.

That is the vision articulated by WVDE stakeholders, who came together to create a shared vision for *Learn21*. In this shared vision, *Learn21* would break – finally – the time barrier identified over 15 years ago in the Prisoners of Time landmark study. In this vision, students would access various resources and learning experiences via a technology platform that supports alternate schedules, environments, and resources. With a single customizable interface supporting multiple entry points, access modes, and devices, students would access a wide array of resources, including engaging, technology-based learning objects aligned to standards-driven content. Students would access diagnostic assessments related to courses and careers and would be provided opportunities to earn credit based on competency of content rather than seat time. Supported by electronic IEPs, multiple reports, communication pathways to multiple audiences and a student portfolio, students will have a choice in time, pace, and place of learning.

With the "**what**" of *Learn21* envisioned, the question becomes: "**How?**" This far-reaching vision will necessitate sweeping changes in policy and perhaps law, instructional practice, school environments, and teacher preparation – not to mention the development and/or acquisition of supporting technology, infrastructure, and content.

> ***Determine that the thing shall be done, and then you shall find the way. ---Abraham Lincoln***

From Vision to Reality

Learn21 will be built in phases. Phase 1 will address the immediate need to support learning for students in grades 5-12 in Mathematics and English/Language Arts, from high achieving students to those likely to drop-out. While typical credit recovery approaches provide students with opportunities to receive credit for a course previously – and unsuccessfully – attempted, *Learn21* will expand this concept to support 'first time credit' opportunities for struggling students, as well as those seeking accelerated study.

…for almost all young people, dropping out of high school is not a sudden act, but a gradual process of disengagement…" – The Silent Epidemic

How do we build Phase 1?

The first step will be to **hire three staff members** who specialize in **secondary Mathematics, secondary English/Language Arts, and Technology Integration.**

Their initial primary responsibilities will include the following activities:

- Identify the learning targets in the CSOs for Mathematics and English/Language Arts in grades 5 through 12
- Identify learning resources linked to each learning target from a number of different resources, including those provided by statewide initiatives, the West Virginia Virtual School, as well as those available from other sources such as on the Internet or from other providers
- Ensure that various learning resources and objects have been identified to accommodate multiple student learning styles and needs, including video or audio-based resources, virtual games, online activities, and software
- Ensure that the resources are aligned both to the depth of knowledge (DOK) levels as well as to the content
- Identify CSOs and/or learning targets for which insufficient resources exist to provide a 'wide and deep' bank of resources
- Design and develop technology-based resources to fill gaps and provide added depth
- Develop evaluation rubrics associated with various learning targets
- Develop diagnostic, benchmark, summative, and performance-based assessments linked to CSOs/learning targets
- Recommend other appropriate school-based processes for validating that students have mastered concepts
- Make recommendations for a student portfolio that is integrated with WVEIS and tracks progression of student learning.
- Work with Office of Technology and WVEIS personnel to design a learning management system that allows teachers to track student progress and access student assessment results and other information.

How do we Build Succeeding Phases?

Parallel to the activities identified above will be the development of a *Race to the Top* application that will seek funding for additional planning and implementation activities. A process will be developed to involve stakeholders statewide in refinement of the *Learn21* vision. The WVDE project team will identify the strategic, financial, technical, policy, and end-user issues that must be addressed and will design *Learn21* interfaces that are customizable for student, parent, and teacher audiences.

Today's education system faces irrelevance unless we bridge the gap between how students live and how they learn. – The Partnership for 21st Century Skills

Appendix D-1

Source: http://apps.sos.wv.gov/csrdocs/worddocs/126-161.doc

West Virginia Code §18A-3-1a. Alternative programs for the education of teachers.
(a) By the fifteenth day of August, two thousand five, the state board, after consultation with the Secretary of Education and the Arts, shall promulgate rules in accordance with the provisions of article three-b, chapter twenty-nine-a of this code for the approval and operation of teacher education programs which are an alternative to the regular college or university programs for the education of teachers. To participate in an approved alternative teacher education program, the candidate must hold an alternative program teacher certificate issued by the Superintendent and endorsed for the instructional field in which the candidate seeks certification. An alternative program teacher certificate is a certificate issued for one year to a candidate who does not meet the standard educational requirements for certification. The certificate may be renewed no more than two times. No individual may hold an alternative program teacher certificate for a period exceeding three years. The alternative program teacher certificate shall be considered a professional teaching certificate for the purpose of the issuance of a continuing contract. To be eligible for an alternative program teacher certificate, an applicant shall:
(1) Possess at least a bachelor's degree from a regionally accredited institution of higher education in a discipline taught in the public schools except that the rules established by the board may exempt candidates in selected vocational and technical areas who have at least ten years' experience in the subject field from this requirement;
(2) Pass an appropriate state board approved basic skills and subject matter test in the area for which licensure is being sought;
(3) Be a citizen of the United States, be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the alternative program teacher certificate is issued;
(4) Have been offered employment by a county board in an area of critical need and shortage; and
(5) Qualify following a criminal history check pursuant to section ten of this article.
Persons who satisfy the requirements set forth in subdivisions (1) through (5) of this subsection shall be granted a formal document which will enable them to work in a public school in West Virginia.
(b) The rules adopted by the board shall include provisions for the approval of alternative teacher education programs which may be offered by schools, school districts, consortia of schools or regional educational service agency and for the setting of tuition charges to offset the program costs. An approved alternative teacher education program shall be in effect for a school, school district, consortium of schools or regional educational service agency before an alternative program teacher may be employed in that school, school district, consortium of schools or regional educational service agency. An approved alternative program shall provide essential knowledge and skills to alternative program teachers through the following phases of training:
(1) *Instruction.* – The alternative preparation program shall provide a minimum of eighteen semester hours of instruction in the areas of student assessment; development and learning; curriculum; classroom management; the use of educational computers and other technology; and special education and diversity. All programs shall contain a minimum of three semester hours of

instruction in special education and diversity out of the minimum eighteen required semester hours.
(2) *Phase I.* – Phase I shall consist of a period of intensive on-the-job supervision by an assigned mentor and the school administrator for a period of not less than two weeks and no more than four weeks. The assigned mentor shall meet the requirements for mentor set forth in section two-b of this article and be paid the stipend pursuant to that section. During this time, the teacher shall be observed daily. This phase shall include an orientation to the policies, organization and curriculum of the employing district. The alternative program teacher shall begin to receive formal instruction in those areas listed in subdivision (1) of this subsection.
(3) *Phase II.* – Phase II shall consist of a period of intensive on-the-job supervision beginning the first day following the completion of Phase I and continuing for a period of at least ten weeks. During Phase II, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team, defined in subsection (c) of this section, and shall be observed and formally evaluated at the end of five weeks and at the end of ten weeks by the appropriately certified members of the team. At the end of the ten-week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team. The alternative program teacher shall continue to receive formal instruction in those areas listed above under subdivision (1) of this subsection.
(4) *Phase III.* – Phase III shall consist of an additional period of continued supervision and evaluation of no less than twenty weeks duration. The professional support team will determine the requirements of this phase with at least one formal evaluation being conducted at the completion of the phase. The alternative program teacher shall continue to receive formal instruction in those areas listed above under subdivision (1) of this subsection, and receive opportunities to observe the teaching of experienced colleagues.
(c) Training and supervision of alternative program teachers shall be provided by a professional support team comprised of a school principal, an experienced classroom teacher who satisfies the requirements for mentor for the Beginning Educator Internship as specified in section two-b of this article, a college or university education faculty member and a curriculum supervisor. Districts or schools which do not employ curriculum supervisors or have been unable to establish a relationship with a college or university shall provide for comparable expertise on the team. The school principal shall serve as chairperson of the team. In addition to other duties assigned to it under this section and section one-b of this article, the professional support team shall submit a written evaluation of the alternative program teacher to the county superintendent. The written evaluation shall be in a form specified by the county superintendent and submitted on a date specified by the county superintendent that is prior to the first Monday of May. The evaluation shall report the progress of the alternative program teacher toward meeting the academic and performance requirements of the program.
(d) The training for professional support team members shall be coordinated and provided by the Center for Professional Development in coordination with the school district, consortium of schools, regional educational service agency, and institution of higher education, or any combination of these agencies as set forth in the plan approved by the state board pursuant to subsection (e) of this section.
(e) A school, school district, consortium of schools or regional educational service agency seeking to employ an alternative program teacher must submit a plan to the state board and receive approval. Each plan shall describe how the proposed training program will accomplish the key elements of an alternative program for the education of teachers as set forth in this

section. Each school, school district, consortium of schools or regional educational service agency shall show evidence in its plan of having sought joint sponsorship of their training program with institutions of higher education.

(f) The state board shall promulgate a rule in accordance with article three-b, chapter twenty-nine-a of this code for the approval and operation of alternative education programs to prepare highly qualified special education teachers that are separate from the programs established under the other provisions of this section and are applicable only to teachers who have at least a bachelor's degree in a program for the preparation of teachers from a regionally accredited institution of higher education. These programs are subject to the other provisions of this section only to the extent specifically provided for in the rule. These programs may be an alternative to the regular college and university programs for the education of special education teachers and also may address the content area preparation of certified special education teachers. The programs shall incorporate professional development to the maximum extent possible to help teachers who are currently certified in special education to obtain the required content area preparation. Participation in an alternative education program pursuant to this subsection shall not affect any rights, privileges or benefits to which the participant would otherwise be entitled as a regular employee, nor does it alter any rights, privileges or benefits of participants on continuing contract status. The state board shall report to the Legislative Oversight Commission on Education Accountability on the programs authorized under this subsection during the July, two thousand five, interim meetings or as soon thereafter as practical prior to implementation of the programs.

(g) The state board shall promulgate a rule in accordance with article three-b, chapter twenty-nine-a of this code for the approval and operation of alternative education programs to prepare highly qualified special education teachers that are separate from the programs established under the other provisions of this section and are applicable only to persons who hold a bachelor's degree from a regionally accredited institution of higher education. These programs are subject to the other provisions of this section only to the extent specifically provided for in this rule. These programs may be an alternative to the regular college and university programs for the education of special education teachers and also may address the content area preparation of such persons. The state board shall report to the Legislative Oversight Commission on Education Accountability on the programs authorized under this subsection during the July, two thousand five, interim meetings or as soon thereafter as practical prior to implementation of the programs.

(h) For the purposes of this section, "area of critical need and shortage" means an opening in an established, existing or newly created position which has been posted in accordance with the provisions of section seven-a, article four of this chapter, and for which no fully qualified applicant has been employed.

(i) The recommendation to rehire an alternative education program teacher pursuant to section eight-a, article two of this chapter is subject to the position being posted and no fully qualified applicant being employed: *Provided,* That this provision does not apply to teachers who hold a valid West Virginia professional teaching certificate and who are employed under a program operated pursuant to subsection (f).

(j) When making decisions affecting the hiring of an alternative program teacher under the provisions of this section, a county board shall give preference to applicants who hold a valid West Virginia professional teaching certificate.

Appendix D-2

Proposed revision to West Virginia Code §18A-3-1a. Alternative programs for the education of teachers and principals.

(a) By the fifteenth day of August, two thousand five, the state board, after consultation with the Secretary of Education and the Arts, shall promulgate rules in accordance with the provisions of article three-b, chapter twenty-nine-a of this code for the approval and operation of teacher education programs which are an alternative to the regular college or university programs for the education of teachers. To participate in an approved alternative teacher education program, the candidate must hold an alternative program teacher certificate issued by the Superintendent and endorsed for the ~~instructional~~ field in which the candidate seeks certification. An alternative program teacher or principal certificate is a certificate issued for one year to a candidate who does not meet the standard educational requirements for certification. The certificate may be renewed no more than two times. No individual may hold an alternative program teacher or principal certificate for a period exceeding three years. The alternative program teacher or principal certificate shall be considered a professional teaching certificate for the purpose of the issuance of a continuing contract. To be eligible for an alternative program teacher certificate, an applicant shall:

(1) Possess at least a bachelor's degree from a regionally accredited institution of higher education in a discipline taught in the public schools except that the rules established by the board may exempt candidates in selected vocational and technical areas who have at least ten years' experience in the subject field from this requirement;

(2) Pass an appropriate state board approved basic skills and subject matter test in the area for which licensure is being sought;

(3) Be a citizen of the United States, be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the alternative program teacher certificate is issued;

(4) Have been offered employment by a county board in an area of critical need and shortage; and

(5) Qualify following a criminal history check pursuant to section ten of this article.

Persons who satisfy the requirements set forth in subdivisions (1) through (5) of this subsection shall be granted a formal document which will enable them to work in a public school in West Virginia.

(b) The rules adopted by the board shall include provisions for the approval of alternative teacher education programs which may be offered by schools, school districts, consortia of schools or regional educational service agency and for the setting of tuition charges to offset the program costs. An approved alternative teacher education program shall be in effect for a school, school district, consortium of schools or regional educational service agency before an alternative program teacher may be employed in that school, school district, consortium of schools or regional educational service agency. An approved alternative program shall provide essential knowledge and skills to alternative program teachers through the following phases of training:

(1) *Instruction.* – The alternative preparation program shall provide a minimum of eighteen semester hours of instruction in the areas of student assessment; development and learning; curriculum; classroom management; the use of educational computers and other technology; and special education and diversity. All programs shall contain a minimum of three semester hours of instruction in special education and diversity out of the minimum eighteen required semester hours.

(2) *Phase I.* – Phase I shall consist of a period of intensive on-the-job supervision by an assigned mentor and the school administrator for a period of not less than two weeks and no more than four weeks. The assigned mentor shall meet the requirements for mentor set forth in section two-b of this article and be paid the stipend pursuant to that section. During this time, the teacher shall be observed daily. This phase shall include an orientation to the policies, organization and curriculum of the employing district. The alternative program teacher shall begin to receive formal instruction in those areas listed in subdivision (1) of this subsection.

(3) *Phase II.* – Phase II shall consist of a period of intensive on-the-job supervision beginning the first day following the completion of Phase I and continuing for a period of at least ten weeks. During Phase II, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team, defined in subsection I of this section, and shall be observed and formally evaluated at the end of five weeks and at the end of ten weeks by the appropriately certified members of the team. At the end of the ten-week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team. The alternative program teacher shall continue to receive formal instruction in those areas listed above under subdivision (1) of this subsection.

(4) *Phase III.* – Phase III shall consist of an additional period of continued supervision and evaluation of no less than twenty weeks duration. The professional support team will determine the requirements of this phase with at least one formal evaluation being conducted at the completion of the phase. The alternative program teacher shall continue to receive formal instruction in those areas listed above under subdivision (1) of this subsection, and receive opportunities to observe the teaching of experienced colleagues.

(c) Training and supervision of alternative program teachers shall be provided by a professional support team comprised of a school principal, an experienced classroom teacher who satisfies the requirements for mentor for the Beginning Educator Internship as specified in section two-b of this article, a college or university education faculty member and a curriculum supervisor. Districts or schools which do not employ curriculum supervisors or have been unable to establish a relationship with a college or university shall provide for comparable expertise on the team. The school principal shall serve as chairperson of the team. In addition to other duties assigned to it under this section and section one-b of this article, the professional support team shall submit a written evaluation of the alternative program teacher to the county superintendent. The written evaluation shall be in a form specified by the county superintendent and submitted on a date specified by the county superintendent that is prior to the first Monday of May. The evaluation shall report the progress of the alternative program teacher toward meeting the academic and performance requirements of the program.

(d) The training for professional support team members shall be coordinated and provided by the Center for Professional Development in coordination with the school district, consortium of schools, regional educational service agency, and institution of higher education, or any combination of these agencies as set forth in the plan approved by the state board pursuant to subsection (e) of this section.

(e) A school, school district, consortium of schools or regional educational service agency seeking to employ an alternative program teacher must submit a plan to the state board and receive approval. Each plan shall describe how the proposed training program will accomplish the key elements of an alternative program for the education of teachers as set forth in this section. Each school, school district, consortium of schools or regional educational service agency shall show evidence in its plan of having sought joint sponsorship of their training program with institutions of higher education.

(f) The state board shall promulgate a rule in accordance with article three-b, chapter twenty-nine-a of this code for the approval and operation of alternative education programs to prepare highly qualified special education teachers that are separate from the programs established under the other provisions of this section and are applicable only to teachers who have at least a bachelor's degree in a program for the preparation of teachers from a regionally accredited institution of higher education. These programs are subject to the other provisions of this section only to the extent specifically provided for in the rule. These programs may be an alternative to the regular college and university programs for the education of special education teachers and also may address the content area preparation of certified special education teachers. The programs shall incorporate professional development to the maximum extent possible to help teachers who are currently certified in special education to obtain the required content area preparation. Participation in an alternative education program pursuant to this subsection shall not affect any rights, privileges or benefits to which the participant would otherwise be entitled as a regular employee, nor does it alter any rights, privileges or benefits of participants on continuing contract status. The state board shall report to the Legislative Oversight Commission on Education Accountability on the programs authorized under this subsection during the July, two thousand five, interim meetings or as soon thereafter as practical prior to implementation of the programs.

(g) The state board shall promulgate a rule in accordance with article three-b, chapter twenty-nine-a of this code for the approval and operation of alternative education programs to prepare highly qualified special education teachers that are separate from the programs established under the other provisions of this section and are applicable only to persons who hold a bachelor's degree from a regionally accredited institution of higher education. These programs are subject to the other provisions of this section only to the extent specifically provided for in this rule. These programs may be an alternative to the regular college and university programs for the education of special education teachers and also may address the content area preparation of such persons. The state board shall report to the Legislative Oversight Commission on Education Accountability on the programs authorized under this subsection during the July, two thousand five, interim meetings or as soon thereafter as practical prior to implementation of the programs.

(h) The state board shall promulgate a rule in accordance with article three-b, chapter twenty-nine-a of this code for the approval and operation of alternative education programs to prepare principals that are separate from the programs established under the other provisions of this section and are applicable only to persons who hold a master's degree from a regionally accredited institution of higher education. To be eligible for an alternative program principal certificate, an applicant shall:

(1) Possess at least a master's degree from a regionally accredited institution of higher education in a field related to the public school program;

(2) Be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the alternative program teacher certificate is issued;

(3) Have been offered employment by a county board in an administrative position; and

(4) Qualify following a criminal history check pursuant to section ten of this article.

Persons who satisfy these requirements shall be granted a formal document which will enable them to work in a public school in West Virginia.

(i) The rules adopted by the board shall include provisions for the approval of alternative principal education programs which may be offered by schools, school districts, consortia of schools or regional educational service agency. An approved alternative principal education program shall be in effect for a school, school district, consortium of schools or regional educational service agency before an alternative program teacher may be employed in that school, school district, consortium of schools or regional educational service agency. An approved alternative program shall provide essential knowledge and skills to alternative program teachers through the following phases of training:

(1) *Instruction.* – The alternative preparation program shall provide instruction in interpersonal and collaborative skills, establishing and supporting a learning mission, student learning, building and sustaining culture, promoting continuous professional growth, support systems for student success, managing operations, connections to family and community, and the continuous improvement process.

(2) Induction. – The alternate principal program shall include an intense two-year induction that provides essential support through a professional support team lead by a qualified mentor.

(j) For the purposes of this section, "area of critical need and shortage" means an opening in an established, existing or newly created position which has been posted in accordance with the provisions of section seven-a, article four of this chapter, and for which no fully qualified applicant has been employed.

(k) The recommendation to rehire an alternative education program teacher pursuant to section eight-a, article two of this chapter is subject to the position being posted and no fully qualified applicant being employed: *Provided,* That this provision does not apply to teachers who hold a valid West Virginia professional teaching certificate and who are employed under a program operated pursuant to subsection (f).

(l) When making decisions affecting the hiring of an alternative program teacher under the provisions of this section, a county board shall give preference to applicants who hold a valid West Virginia professional teaching certificate.

Appendix D-3: Alternative Certification Routes in West Virginia

Program	Elements	Number of Graduates 2008–09
Concord University	This program is available to individuals employed by any county in West Virginia.	2
West Virginia State University and RESA III (Collaborative)	This program is available to individuals seeking a multicategorical special education certification who hold a bachelor's degree and are certified in elementary education OR qualify for a restricted content endorsement in biology, English, general science, mathematics, or social studies issued by the West Virginia Department of Education.	1
Marshall University and RESA III (Collaborative), Marshall University and RESA IV (Collaborative), and Marshall University and RESA VIII (Collaborative)	These programs are available only to individuals employed in RESA III, RESA IV, and RESA VIII. These program are available to individuals seeking a multicategorical special education certification who hold a bachelor's degree and are certified in elementary education OR qualify for a restricted content endorsement in biology, English, general science, mathematics. or social studies issued by the West Virginia Department of Education.	69
Fairmont State University	This program is available to individuals seeking a multicategorical special education certification who hold a bachelor's degree and are certified in elementary education OR qualify for a restricted content endorsement in biology, English, general science, mathematics, or social studies issued by the West Virginia Department of Education.	4
West Virginia University	This program is available to individuals seeking special education certification in autism, gifted, multicategorical, preschool, severe disabilities, or visually impaired who (1) hold a bachelor's degree; (2) have passed the preprofessional skills exams (Praxis I) required by the State Board; and (3) are certified in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist, and/or social studies OR qualify for a restricted content endorsement in biology, English, general science, mathematics, or social studies issued by the West Virginia Department of Education.	5
Transition to Teaching	The West Virginia Department of Education Transition to Teaching Program is a partnership between two institutions of higher education and 26 high-need local education agencies. The program recruits and trains midcareer professionals and recent college graduates with noneducation degrees to teach high-need subject areas, including English, foreign language, mathematics, science, and special education. Participants receive full-time pay and benefits as they complete the online certification courses offered through Marshall University	14

Program	Elements	Number of Graduates 2008–09
	Graduate College or West Virginia University. The participant goal is 30 individuals annually, for a total of 120 teachers. The goal is supported by four objectives and corresponding outcomes, which focus on the accessibility of alternative routes to certification, recruitment and retention of eligible participants, and the preparation of highly qualified teachers. Project activities include recruitment and retention initiatives, a multimodal instructional component delivered through distance technologies, a two-year mentoring experience, an online platform for candidate interaction with others, the development of an electronic portfolio, and financial incentives.	
Troops to Teachers	The West Virginia Troops to Teachers program is a benefit provided by the Defense Activity for Non-Traditional Education Support to qualifying military personnel. The program assists veterans in their efforts to participate in another rewarding area of public service by sharing their knowledge and experiences with America's youth as professional educators. The West Virginia Troops to Teachers program was initiated in 1994 by the West Virginia Department of Education and offers assistance to individuals looking to switch careers or start a secondary career. Members who qualify for financial assistance are eligible for either a $5,000 stipend to cover certification expenses or up to a $10,000 bonus if they make a three-year commitment to teach at a low-income school. Troops can apply to any of the seven alternative certification programs offered in the state to complete their certification.	1
West Virginia TOTAL	*Note:* Graduates from the Transition to Teaching and Troops to Teachers were included in their respective institution of higher education totals.	81

Appendix D-4

West Virginia Alternative Certification Plan

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
1. Revise Code §18A-3-1a to address principal alternative certification routes.	While current code does not restrict principal alternative certification routes, current efforts are underway to better define alternative routes for principals. W. Va. Code §18A-3-1a for principals (see Appendix D-1) illustrates these efforts. This code revision has been approved by the West Virginia Board of Education and is currently awaiting consideration by West Virginia House and Senate education committees. When passed, this revision will allow qualified teachers to earn principal licensure through a performance-based alternative certification program delivered by a non-IHE institution and aligned with new leader standards.	Immediate	West Virginia Department of Education (WVDE) and the Division of Educator Quality and System Support
2. Develop alternative certification programs for principals in high-minority and/or high-poverty schools.	Noting the looming vacancies within school leadership and the anticipated turnaround in school leadership in some struggling schools (Code §18-2E-5—noted in Struggling Schools, Appendix E-2), the West Virginia Board of Education has approved new legislation that will allow qualified teachers to earn principal licensure to lead a high-need school through a performance-based alternative certification program delivered by a non-IHE institution and aligned with new leader standards. Once approved, the WVDE will develop multiple alternative certification programs for educational leaders: a) Alternative Certification for School Leaders based on the National Board Certification for Education Leaders—This program will assist teacher leaders as they develop the skills and knowledge required to lead struggling schools. Based on the National Board Certification for Education Leaders this alternative certification program will train teacher leaders to meet the advanced standards for the profession and certifies them to lead a school. This pilot will be modeled after the Take One! model used by the National Board for implementing programs that provide a standards-based approach for improving teaching practice and links student learning to effective instruction.	Year 1: 2010–11 Target Goals: 20 alternatively certificated principals by 2013–14	WVDE and the Division of Educator Quality and System Support

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
	b) Alternative Certification for Aspiring Leaders in Struggling Schools—This program will assist teacher leaders as they develop the skills and knowledge required to lead struggling schools. Based on the New Leader Standards and the Principal Leadership Institute, this program will be a "grow-your-own" approach. A key feature of this program would include the SEEDS (Student Educational and Economic Development Success) volunteer mentoring program that will partner participants with a public school principal and a seasoned business leader with the team purpose focused on turning around a struggling school. Together, the team will design and introduce unique solutions, including simple tools like time management, goal setting, incentives, and measurement of performance that will produce better results for that school and its students. Focused specifically on teachers who have earned a masters degree in education, this program would address the growing need to have effective leaders in our struggling schools.		
3. Develop additional alternative certification programs for STEM subjects.	To address the needs of high-minority and high-poverty schools, West Virginia will provide additional alternative routes to certification for recent college graduates with a bachelor's degree in science, technology, engineering, and mathematics to fill vacant teaching positions in the public school system. The alternative route to certification will include minimal academic coursework and the support of an experienced mentor teacher. In return for three years of service, student loans for these individuals will be eliminated (up to $25,000) and the individual will be issued a Professional Teaching Certificate, provided they meet all requirements.	Year 1: 2010–11 Target Goal: 8 newly alternatively certificated teachers by 2013–14	WVDE and the Division of Educator Quality and System Support
4. TTT Scale Up—Scale up the Transition to Teaching Program for STEM, world languages, and special education.	The Transition-to-Teaching Project aims to recruit and train 120 mid-career professionals and recent college graduates to teach high-need subject areas in the three years of its funding cycle. West Virginia anticipates reapplying for federal Transition to Teaching funds again in early 2010; if funds are not awarded, Race to the Top funds would be applied to continue this program and increase the number of certificated teachers to 120. High-need subject areas are STEM disciplines, world languages, and special education.	Year 1: 2010–11 Target goal: 120 new alternatively certificated teachers by 2013–14	WVDE and the Division of Educator Quality and System Support

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
5. Scale up professional development for existing teachers to earn certification through mathematics and science partnerships.	West Virginia currently offers three professional development programs for teachers to bolster their levels of effectiveness in STEM disciplines. These include "Resolve to Education Aspiring Chemistry Teachers with 21st Century Tools" (Project REACT) which trains existing science teachers to teach chemistry, Connecting Mathematics through Innovation and Integration (Project CMII), which offers mathematics and science certification for existing teachers as they train to teach these subjects, and Infusing Technology, which trains existing teachers how to infuse technology into classroom instruction to engage students in critical thinking, reasoning, and problem solving skills.	Year 1: 2010–11 Target goal: 30 new alternatively certificated teachers by 2013–14	WVDE and the Division of Educator Quality and System Support
Use the Teacher E-Portfolio System to identify the effectiveness of alternative certification programs based on new measures of teacher effectiveness (SEA-funded).	The Teacher E-Portfolio System dataset will contain additional information that will help the state make sound decisions about the quality of certification programs within the state. Based on data from the Teacher E-Portfolio System, we will develop more rigorous analyses of both traditional and alternative routes to certification for principals and teachers using measures of teacher and principal effectiveness. These analyses will be used to generate state reports that will inform decisions made by the state on funding and program authorization.	Year 3: 2011–12	WVDE and the Division of Educator Quality and System Support
Seek additional funding from the West Virginia legislature for alternative principal certification.	Use the SLDS data to illustrate to the legislature how principals with alternative certification are effective in struggling schools and propose revision to seniority rules.	Year 3	WVDE and the Division of Educator Quality and System Support

State Superintendent's Report on West Virginia's Teacher Shortage

A Focus on Mathematics, Science and World Languages

Executive Summary

Teacher shortages in West Virginia vary from one corner of the state to the other. Increasingly, positions posted in mathematics, the sciences, and world languages are not filled by qualified candidates. As a nation, if we are expected to continue to produce scientists and engineers prepared for a global society, we must have competent and knowledgeable professionals in our classrooms. The problem facing West Virginia's public schools today is two-fold; not only is there a lack of supply of adequately prepared teachers, there is a looming population of eligible retirees. The complex problem demands the attention of West Virginia's educational community. The solutions that are generated will need to address the immediate needs of the state and put into action plans for correcting the problem on a long-term basis.

During the 2005-2006 and 2006-2007 school years, approximately 10 percent of the classroom positions posted were not filled by educators licensed in the specific area. That percentage is up from the nearly 7 percent left unfilled during the 2004-2005 school year. By the end of the 2007-2008 school year, it is projected that 5,404 educators will be eligible for retirement. In 2006-2007, West Virginia's public schools employed 24,365 educators. If those eligible to retire decided to do so in June 2008, 22 percent of the positions in West Virginia will be vacant. It is clear that the demand for teacher in West Virginia will exceed the supply.

A comprehensive approach to the situation offers both long-term and short-term solutions. While long-term solutions rely upon West Virginia's ability to recruit qualified teachers to our classrooms, there still remains of the issues that currently exist. To face the immediate concerns, we must look to our existing pool of talented teachers. West Virginia is fortunate to have a workforce of competent and experienced educators that can be taught the essential concepts and instructional strategies of mathematics, the sciences and world languages.

Potential Solutions to the Long-Term Problems Include:

- Loan Forgiveness for Aspiring Teachers of Mathematics, Science and World Language
- Loan Forgiveness – Teachers of Science, Mathematics and World Language
- Modify Elementary Education Programs to Include Middle Level Content Preparation

Potential Solutions to the Immediate Problem Include:

- Elementary Teachers to Teachers of Mathematics, Science and World Language (Middle Level)
- Science Institutes
- Mathematics Institute for Multi-Subjects Teachers
- Mathematics Program for Mathematics through Algebra I Teachers
- Native Speakers to Teachers Program
- Bring Retired Teachers Back to Work
- Anticipated Vacancy Contracts

This report represents the thinking of a small group of people who deal directly with many of these issues on a daily basis. While the report identifies projected shortages, solutions to providing qualified teachers for our classrooms and potential barriers that may hinder the implementation of those solutions, it is just the beginning a serious discussion surrounding the issues. All of West Virginia has a stake in this issue and a representative advisory group needs to be convened to examine the issues that impact the ability of county boards of education to attract and retain qualified teachers in these areas.

State Superintendent's Report on West Virginia's Teacher Shortage

A Focus on Mathematics, Science and World Languages

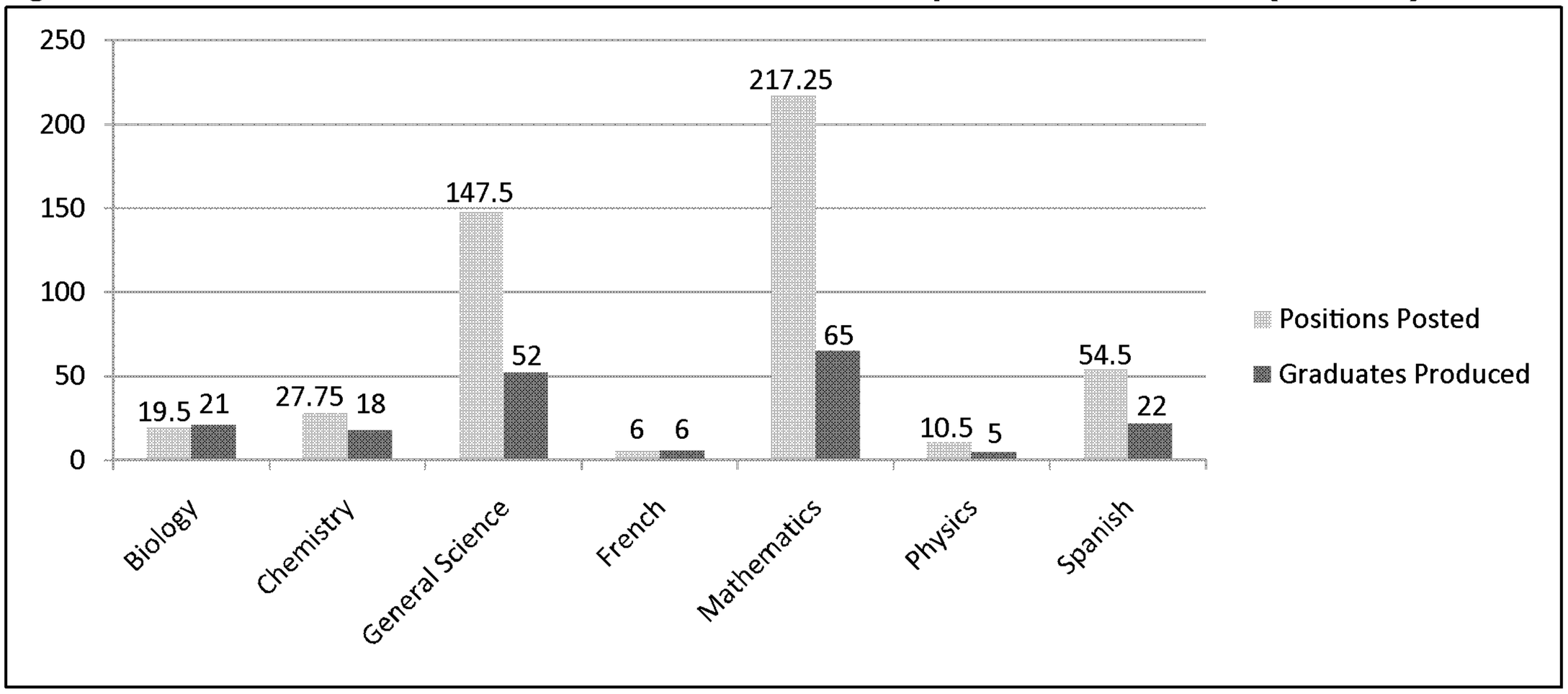
Teacher shortages in West Virginia vary from one corner of the state to the other. While in some regions of the state, county boards of education advertise positions and find no fully certified candidates, in other regions, county boards of education have a surplus of teachers in the same subject area waiting to be offered a job. Increasingly, positions posted in mathematics, the sciences, and world languages are not filled by qualified candidates. As a nation, if we are expected to continue to produce scientists and engineers prepared for a global society, we must have competent and knowledgeable professionals in our classrooms. The bottom line is that if you are the parent or grandparent of a child who does not have a qualified teacher, you are concerned about the quality of the child's education. But the problem is two-fold; not only is there a lack of supply of adequately prepared teachers, there is a looming population of eligible retirees. Potential solutions to these issues need to include efforts to recruit individuals into these areas, but for the immediate future, we must look to the pool of talented individuals in today's workforce.

West Virginia's Perspective

In recent years, West Virginia has been making progress toward addressing the shortage of teachers in its classrooms. Since 2004, the West Virginia Legislature and the West Virginia Board of Education (WVBE) have provided opportunities; (1) for districts to hire retirees as long-term substitutes when no fully certified candidate is available, (2) for teachers licensed in other states to become licensed in West Virginia upon application and successful completion of a background investigation, (3) for institutions of higher education to establish avenues to create alternative routes to certification, and (4) for an increase in the amount of funding available for tuition reimbursement in areas of critical shortage (See Appendix A for a detailed list of recently passed legislation). In lieu of West Virginia's attempts to staff classrooms with appropriately prepared professionals, there still remains a lack of qualified and licensed professionals to staff its public schools.

During the 2005-2006 and 2006-2007 school years, approximately 10 percent of the classroom positions posted were not filled by educators licensed in the specific area. That percentage is up from the nearly 7 percent left unfilled during the 2004-2005 school year. However, there are more specific problems that need to be addressed in targeted areas of specialization. For instance, 56 percent of the chemistry positions were left unfilled during the 2006-07 school year. Similarly, 15 percent of mathematics positions remained unfilled. The problem is compounded by the lack of graduates from approved teacher preparation programs in critical areas of need. Figure 1 illustrates the number of positions posted in targeted subject areas and the number of graduates produced by West Virginia's institutions of higher education.

Figure 1. Total Positions Posted and Graduates Produced in Specific Content Areas (2006-07)



To combat the issue, West Virginia's institutions of higher education have created three alternative routes to general education certification; however, those programs are limited to individuals who have a bachelor's degree in the content area for which licensure is sought. To date, a total of only seven individuals have enrolled in alternative routes to certification in general education. Clearly, the shortages currently experienced by West Virginia call for greater action.

By the end of the 2007-2008 school year, it is projected that 5,404 educators will be eligible for retirement. In 2006-2007, West Virginia's public schools employed 24,365 educators. If those eligible to retire decided to do so in June 2008, 22 percent of the positions in West Virginia will be vacant. In subsequent years, the number of educators eligible for retirement will only continue to grow, as shown in Table 1.

Table 1. Projected Educators Eligible for Retirement

Year	Additional Eligible Retirees	Total Eligible Retirees
June 30, 2009	**1,091**	**6,495**
June 30, 2010	**1,094**	**7,589**
June 30, 2011	**987**	**8,576**
June 30, 2012	**1,039**	**9,515**

It is clear that the demand for teachers in West Virginia will exceed the supply. A comprehensive approach to the situation offers both long-term and short-term solutions. In the long-term, we must offer attractive incentives to recruit students knowledgeable in mathematics, the sciences and world languages into the teaching profession. However, for the immediate problem, we must look to the pool of talent that exists within our workforce and determine how best to prepare them to deliver content-specific instruction in the 21st century.

Potential Long-Term Solutions

The number of graduates anticipated in these areas of critical shortage fall short of the anticipated needs of the state. To attract individuals to the teaching profession in the critical areas of mathematics, science and world languages, several options have been designed based upon proven best practices in other states and districts.

Loan Forgiveness for Aspiring Teachers of Mathematics, Science and World Language

Up to $20,000.00 of loan forgiveness would be granted to individuals trained to teach Mathematics, Science or any World Language. High school students would be targeted and counseled as they work to gain acceptance into a West Virginia Institution of Higher Education and receive a bachelor's degree in mathematics, science or any world language teacher preparation program. Upon completion, they would receive $4,000.00 per year toward loan forgiveness for a period of up to five years.

- West Virginia Department of Education (WVDE) would market pre-service teacher preparation programs to high school students with the promise that up to $20,000.00 of their debt will be forgiven in return for service to the public schools of West Virginia.
- In order to receive the entire $20,000.00 benefit, individuals must stay in the mathematics, science or world language classroom for five years.

Loan Forgiveness – Teachers of Science, Mathematics and World Language

Up to $20,000.00 of loan forgiveness would be granted to individuals trained to teach Mathematics, Science, or any world language. Recent college graduates prepared and licensed to teach mathematics, science or any world language would be recruited to work in West Virginia's public schools. District Superintendents would be able to recruit individuals prepared at a West Virginia Institution of Higher Education or an institution outside of West Virginia. For those prepared outside of West Virginia, fees associate with licensure (background investigation, processing fee, and testing) would be covered.

- The WVDE would establish a system for district administrators to actively recruit teachers of mathematics, science and world languages by offering loan forgiveness of up to $20,000.00 in student loans.
- Eligible individuals would receive $4,000.00 per year for up to five years.

Modify Elementary Education Programs to Include Middle Level Content Preparation

Current elementary education preparation programs are designed to prepare candidates to deliver the broad elementary curriculum to students in grades Kindergarten through Six. There is no requirement that those enrolled in elementary education programs complete a sufficient amount coursework in a content endorsement at the middle level. In an effort to increase the number of candidates eligible for licensure in a content area at the middle level, the WVBE could modify Policy 5100 to require all candidates for elementary education to complete sufficient coursework in a core academic subject and pass the Praxis II in a content area to qualify for the middle level content endorsement.

Potential Immediate Solutions

Due to the immediate need for content certified teachers, options for addressing the problem have been introduced. These short-term solutions rely heavily upon the skill set of the existing workforce in that they aim to deliver content-specific professional development and coursework to already certified teachers to prepare them to deliver 21st century instruction in today's classrooms. One of the potential solutions also recommends preparing native speakers of foreign languages to enter the classroom.

Elementary Teachers to Teachers of Mathematics, Science and World Language (Middle Level)

West Virginia currently has a surplus of teachers endorsed in elementary education or multi-subjects (K-8). These teachers have the pedagogical skills to deliver instruction to students in grades five through nine, but often lack the content needed to effectively deliver the curriculum in a core subject at the middle level. The WVDE would work with West Virginia Institutions of Higher Education and other providers of professional development to develop instructional units delivered using multimodal strategies in mathematics, science, English, Social Studies and world languages. The units would be designed to deliver content to teachers so that they are prepared to teach the subject at the middle level. Individuals would be required to complete the approved professional development/coursework and pass the appropriate Praxis II content exam to be licensed to teach the core academic subject in grades seven through nine.

Science Institutes

Beginning the summer of 2008, individuals currently certified in General Science, Physical Science, Biology or Chemistry would be eligible to participate in a year-long institute aimed at providing them with content preparation in Chemistry or Biology, 21st century instructional practices, and laboratory safety techniques. During the summer, individuals would participate in a week-long, intense professional development offering aimed at providing candidates with the instructional skills and laboratory safety techniques needed to teach either Chemistry I or Biology I. Throughout the year, candidates will complete an additional six semester hours of coursework in the specific content area. The content courses would be built upon the West Virginia Content Standards and Objectives.

Mathematics Institute for Multi-Subjects Teachers

Beginning the summer of 2008, individuals currently certified in Multi-Subjects (K-8) would be eligible to participate in a year-long institute aimed at providing mathematics content preparation, standards-based instructional techniques and the central concepts of 21st century teaching and learning. During the summer, individuals would complete a three semester hour week-long summer academy, in addition to three semester hours of concentrated independent study. Throughout the year, individuals would complete coursework specific to Algebra I and Geometry.

Mathematics Program for Mathematics through Algebra I Teachers

An institution of higher education will deliver a series of content courses to a cohort of teachers currently certified in Mathematics through Algebra I. Courses designed for the cohort program will be delivered in a manner that is consistent with the schedule of the participants (evenings, weekends, and online). The courses will be based on the West Virginia Content Standards and Objectives.

Native Speakers to Teachers Program

Beginning the summer of 2008, individuals who currently hold a bachelor's degree and can demonstrate proficiency in a world language (passing the Praxis II) would participate in a two week summer institution (six semester hours) focusing on classroom management, curriculum, instruction and assessment. In fall 2008, individuals will complete six semester hours of coursework (Instructional Technology & 21st Century Instruction) and in spring 2008, they will complete an additional six hours (Special Education & Diversity and a Capstone Portfolio). Upon successful completion of this program, candidates would be granted a Professional Teaching Certificate.

Retired Teachers

There is a significant population of recently retired or soon-to-be retired teachers that have specific content knowledge and a wealth of experience in delivering that content to groups of diverse students. After leaving the workforce, these teachers could be welcomed back into classrooms when no fully certified teacher has applied for a job at a basic rate of pay with minimum benefits. For example, retired teachers could be paid a flat rate of $40,000.00 annually (nearly $10,000.00 per more than the state's average teacher salary in 2006-07) and allowed to remain in the state's Public Employees Insurance Agency plan, in addition to drawing their retirement salary.

Anticipated Vacancy Contracts

Already specified in W. Va. Code §18A-2-3, a county superintendent may employ prospective professional personnel on a reserve list at the county level subject to specified conditions. This provision limits the pool of prospective personnel only those individuals at a job fair who have or soon will have graduated from a teacher preparation program or individuals whose employment contract has been terminated in another county due to a reduction in force. This option to offer employment needs to be examined and fully utilized by county boards of education.

Barriers

Current regulations in W. Va. Code and WVBE Policy regarding licensing and employing individuals to work in the public schools of West Virginia were adopted during a period of time in which teacher shortages did not exist at the degree to which they do today. The implementation of some of the potential solutions is hindered by statutory, policy or procedural barriers.

Loan Forgiveness for Aspiring Teachers of Mathematics, Science and World Language

There is currently no statutory or funding structure for a program of this magnitude. In order to create such a program, legislation and WVBE Policy needs to be drafted and enacted.

Loan Forgiveness – Teachers of Science, Mathematics and World Language

There is currently no statutory or funding structure for a program of this magnitude. In order to create such a program, legislation and WVBE Policy needs to drafted and enacted.

Modify Elementary Education Programs to Include Middle Level Content Preparation

Approved programs at institutions of higher education are not currently structured to deliver a minor in a core academic subject leading to middle level certification. The additional coursework may increase the length of time that is required to complete a degree. This modification would require the combination or elimination of currently required coursework. In addition, WVBE Policy 5100 would need to be revised to reflect this type of program.

Elementary Teachers to Teachers of Mathematics, Science and World Language (Middle Level)

Currently no professional development or series of courses is designed to prepare individuals to pass the Praxis II required for certification at the middle level. These workshops or courses could be designed by a variety of professional development providers.

Science Institutes

There is currently no funding structure for a program of this magnitude. Initial estimates indicate a cost of approximately $900,000.00 to offer an institute for 200 currently certified science teachers.

Mathematics Institute for Multi-Subjects Teachers

There is currently no funding structure for a program of this magnitude. Initial estimates indicate a cost of approximately $450,000.00 to offer an institute for 100 currently certified science teachers.

Mathematics Program for Mathematics through Algebra I Teachers

There is currently no funding structure for a program of this magnitude. Initial estimates indicate a cost of approximately $450,000.00 to offer an institute for 100 currently certified science teachers.

Native Speakers to Teachers Program

While alternative routes to certification exist for individuals with a bachelor's degree in the content area, no program exists for individuals with demonstrated competencies in foreign languages. Subsequent to the change in legislation to allow these individuals to enter a program, an institution of higher education would need to develop and offer such a program.

Retired Teachers

Current requirements allow a retired to teacher to serve as long-term substitute teacher only when no fully certified person is available to perform those duties. In these cases, retired

teachers earn the rate of pay of any substitute in that position. Changes to W. Va. Code and WVBE Policy would be required to fully implement this program.

Anticipated Vacancy Contracts

This language currently exists. Local policies need to be crafted to allow county boards of education the flexibility to offer these programs.

Next Steps

This report represents the thinking of a small group of people who deal directly with many of these issues on a daily basis. While it identifies projected shortages, solutions to providing qualified teachers for our classrooms and potential barriers that may hinder the implementation of those solutions, it is just the beginning of a serious discussion surrounding the issues. All of West Virginia has a stake in this issue and a representative advisory group needs to be convened to examine the issues that impact the ability of county boards of education to attract and retain qualified teachers in these areas.

Appendix A. Summary of Legislation to Address Critical Shortage Areas

Bill	Summary	Impact on Teacher Shortage	Effective Date
HB 2268	Revises W.Va. Code §18A-2-3 to allow retirees to substitute teach for up to 140 days without penalty from the Consolidated Public Retirement Board; defines "area of critical need and shortage	• Allows counties to employ retired teachers in "critical need and shortage areas" on an "expanded basis" as long as no fully certified, non-retired teacher applies • Gives priority for the Underwood-Smith Teacher Scholarship Program for students pursuing a teaching career in a critical shortage area	April 5, 2004
HB 4553	Revises W.Va. Code §18A-3-1to allow a WV teaching certificate to be granted to any teacher who holds a valid out-of-state teaching certificate provided s/he has graduated from a regionally accredited institution of higher education (IHE) and has complied with WV State Police and FBI criminal history check required by W.Va. Code §18A-3-10	• Allows counties flexibility in hiring teachers who hold a valid certificate in another state by granting them certification for the same grade level and certification area without Praxis test requirements	April 5, 2004
HB 2350	Adds language to W.Va. Code §18A-3-1(b) (3) to require a teacher who is being granted WV certification based on a valid out-of-state certificate to possess the minimum of a bachelor's degree in addition to the requirements indicated in HB 4553	• Provides assurance that teachers who receive WV certification based on a valid out-of-state certificate possess the minimum requirement met by all other WV teachers	April 14, 2005
HB 2528	Adds language to W.Va. Code §18A-3-1a to revise the requirements for activities, components and phases of training for alternative programs; also adds language to authorize separate alternative programs for special education teachers	• Provides options for a teacher to pursue an alternative route to certification in the critical shortage area of special education	May 3, 2005
HB 2588	Allows the WVDE to make as a priority coursework taken for an additional endorsement in a shortage area for the purpose of tuition reimbursement	• Provides counties an incentive to encourage teachers to add another area of certification to address critical shortage area issues	March 28,2007
HB 2105	Extended the expiration date of revisions to W.Va. Code §18A-2-3 provided in HB 2268 to June 30, 2010	• Continues the provision that allows retired teachers to substitute in critical shortage areas without a retirement penalty.	February 2, 2007

Appendix D-6

Source: http://wvde.state.wv.us/policies/p5310.doc

TITLE 126, LEGISLATIVE RULE, BOARD OF EDUCATION

SERIES 142
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)

§126-142-1. General.

1.1. Scope. -- These legislative rules establish the process for evaluation of the employment performance of professional personnel that shall be applied uniformly statewide.

1.2. Authority. -- W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2-5 and §18A-2-12.

1.3. Filing Date. -- August 11, 2006

1.4. Effective Date. -- September 11, 2006

1.5. Repeal of Former Rule. -- This legislative rule revises W. Va 126CSR142 "Performance Evaluation of School Personnel" filed August 12, 2002 and effective September 11, 2002.

§126-142-2. Purpose.

2.1. This evaluation policy has two (2) major purposes:

2.1.1. To promote professional growth and development and assure quality performance in West Virginia schools, and

2.1.2. To provide evaluation data as one basis for sound personnel decisions.

§126-142-3. Authorities.

3.1. State Board of Education -- The State Board of Education shall: a) develop standardized evaluation components to be used by each county board of education in implementing its evaluation policy and related administrative procedures, and b) approve county board's of education employee evaluation administrative procedures.

3.2. County Board of Education -- Each county board of education shall implement written administrative procedures related to the requirements of this policy subject to the approval of the State Board of Education.

§126-142-4. Definitions.

4.1. Conference: a meeting between the supervisor and employee or among the improvement teams and the employee focusing on the employee's performance, the employee's performance during an observation, an evaluation, or an improvement plan.

4.2. Evaluation Instruments: the approved evaluation form(s) containing the performance criteria.

4.3. Performance Criteria: indicators of stated job responsibilities used to evaluate the performance of an employee.

4.4. Observation: the process of collecting data on the employee's job performance.

4.5. Rating: an exemplary, exceeds standards, meets standards, or unsatisfactory value assigned to the performance of an employee.

4.6. Portfolio for Teachers: a collection of materials assembled and selected by the teacher to document commendable job performance. The compilation of this documentation is optional. The portfolio may be used by the teacher during the observation or the evaluation conference.

4.7. Portfolio for Administrators/Professional Support Personnel: a collection of materials assembled and selected by the administrator or professional support personnel to document goal attainment. The compilation of this documentation is required. The portfolio may be used by the administrator or professional support personnel during the observation or the evaluation conference.

4.8. Professional Growth and Development Plan: a plan designed and developed by teacher and his/her supervisor for continued professional growth.

4.9. Classroom Teacher: For the purposes of this policy, classroom teacher is defined as the professional educator who has a direct instructional relationship with pupils.

4.10. Professional Support Personnel: For the purposes of this policy, professional_support person is defined as the professional educator whose title includes but is not limited to the following: athletic trainer, counselor, education audiologist, school nurse, school psychologist, social service and attendance, and speech language pathologist.

4.11. Administrator: For the purposes of this policy, administrator is defined as the professional educator whose title includes but is not limited to the following: central office administrator, supervisor, director, coordinator, program specialist, principal, and/or vice principal.

4.12. Coach: For the purposes of this policy, coach is defined as a member of a school faculty, substitute teacher or student teacher within a public school or an authorized certified individual under contract with a county board of education who provides instruction, direction, or supervision to athletic teams for the purpose of developing ability or skill to perform in athletic contests.

4.13. Immediate Supervisor: For the purposes of this policy, immediate supervisor is defined as a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.

4.14. Orientation: a meeting to assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees.

4.15. High Objective Uniform State Standard of Evaluation (HOUSSE): HOUSSE is an optional method of documenting subject matter competency in a core academic subject(s) for a teacher in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form identified in W.Va. 126CSR13, West Virginia Board of Education Policy 2320, A Process for Improving Education: Performance Based Accreditation System and W. Va. §126-142-14.2 that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A general education teacher not new to the profession and a special education teacher eligible to use HOUSSE as defined in W. Va. 126CSR136 West Virginia Board of Education Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification (hereinafter Policy 5202), Section 8.2.2.c may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form §126-142-8.1.3 to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content are being evaluated that year. Special education teachers who must rely on HOUSSE to demonstrate subject matter competency may use WV Board of Education approved professional development for the purpose of demonstrating subject matter competence.

§126-142-5. Training.

5.1. All supervisors shall receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing and monitoring improvement plans.

5.2. Each evaluator shall be trained in management and evaluation skills.

5.3. The Center for Professional Development and the State Board of Education shall provide education and training in evaluation skills to administrative personnel who will conduct evaluations.

§126-142-6. State Board of Education Approval.

6.1. County school district administrative procedures approved by the State Board of Education shall be in effect no later than September 1, 2002.

§126-142-7. Principles of Operation.

7.1. County administrative procedures for conducting employee evaluations shall include a) the identity of the immediate supervisor who conducts the observations and evaluations, b) the time frame for conducting and completing the evaluation process, c) the procedures for sharing

the results with the employee, and d) the process to be used in improving an employee's performance based on the evaluation results.

7.2. All monitoring and/or observations of the employee shall be conducted openly.

7.3. An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies.

7.4. Each county school district's administrative procedures shall be implemented in conformity with current grievance and other due process requirements.

7.5. To assure that all employees have a full understanding of the evaluation policy and procedures an orientation shall be convened for all employees at the beginning of the employment period. Employees shall be provided a copy of the instruments and procedures.

§126-142-8. Rating Structure.

8.1. The four (4) performance rating categories on the personnel evaluation form for employees are a) exemplary, b) exceeds standards, c) meets standards, and d) unsatisfactory. The scale for assessing the performance criteria is as follows:

8.1.1. Exemplary - Performance is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher's expertise and the ability to reach all students.

8.1.2. Exceeds Standards - Performance is consistently above average in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching all students.

8.1.3. Meets Standards - Performance is consistently adequate in meeting performance criteria.

8.1.4. Unsatisfactory - Performance is not consistently acceptable in meeting performance criteria.

§126-142-9. Evaluation Criteria for Classroom Teachers.

9.1. Classroom teachers who are in their first, second, or third year of teaching shall be evaluated a minimum of two (2) times per year using performance criteria as set forth in this policy. Classroom teachers in their fourth or fifth year of teaching shall be evaluated a minimum of one (1) time per year using performance criteria. For classroom teachers with five (5) or more years of experience, who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the immediate supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

9.2. Observation of classroom teachers -- Teachers who are in their first, second, or third year of teaching will be observed a minimum of three (3) times for each written performance evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted during an instructional activity. One (1) of the two (2) instructional observations shall be scheduled with the teacher. Other observations shall be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.3. Teachers in their fourth or fifth year of teaching will be observed a minimum of two (2) times for each written performance evaluation. One (1) of the two (2) observations shall cover a minimum of thirty (30) minutes and shall be conducted during an instructional activity. The supervisor shall schedule one (1) of the two (2) observations with the teacher. Other observations may be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.4. HOUSSE. – Educators, regardless of the number of years teaching experience, wanting to use the HOUSSE option to demonstrate subject matter competence, must:

9.4.1. Meets Requirements. – Educators must first be eligible to use the HOUSSE option to demonstrate subject matter competence as specified in Policy 5202, Section 8.2.a-C-c. AND

9.4.2. Evaluation Request. – Educators must request in writing that the administrator conduct an observation and evaluation in each content area for which subject matter competence must be demonstrated.

a. Elementary. – Educators assigned to teach at the elementary level must have one observation and one evaluation for one content area.

b. Secondary. – Educators assigned to teach at the middle or high school level must have one observation in each content area assigned but only one evaluation.

c. Previous Evaluations. – Educators may use previous evaluations (not to exceed three years prior to current school year) to demonstrate subject matter competence.

9.4.3. Section of form to be used. – Only section I of the Performance Evaluation "Programs of Study" as referenced in §126-142-14.2 shall be used in evaluating the educator using the HOUSSE option.

9.5. Post observation conference -- After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the teacher within five (5) working days. At that time a signed copy of the observation form shall be given to the teacher. Additional conferences may be held on an as-needed basis as determined by the supervisor.

9.6. Supervisors may observe teachers at any time.

9.7. Lesson plans may not be used as a substitute for observations.

§126-142-10. Evaluation Process for Classroom Teachers.

10.1. Evaluation -- Evaluations shall address all levels of teacher responsibilities as outlined in §126-142-13. Commendations may be included and may be based upon data obtained from the portfolio or other sources. Evaluations shall identify deficiencies, and shall provide written recommendations for meeting performance criteria and characteristics. Evaluations may be completed at any time during the school year before June 1.

10.2. For the purpose of evaluation, classroom teachers may not be required to include in lesson plans any of the following: teach/re-teach strategies; write to learn activities; cultural diversity; color coding; or any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction.

10.3. For teachers with five (5) or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

10.4. To determine if an evaluation is needed more frequently for a particular teacher with five (5) or more years of experience and no unsatisfactory ratings, supervisors shall complete at least two (2) written observations using state performance criteria forms with deficiencies specified. Observations may be conducted during instructional or non-instructional activities at any time during the school year. The supervisor shall conduct a post observation conference with the teacher within five (5) working days of each observation informing the teacher during any observation conference after the first observation conference that an evaluation using state performance criteria forms will be conducted with reasons specified. After each conference, a signed copy of the observation form shall be given to the teacher.

10.5. Teachers with five (5) or more years of experience who have not received an unsatisfactory rating may request a professional growth and development plan or performance evaluation with a written request to the school principal by October 1 in the year an evaluation is requested. If a performance evaluation is requested, it shall be evaluated pursuant to §126-142-9.3. If a professional growth and development plan is requested, it will be mutually agreed upon by the teacher and supervisor and contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s). On or before November 1 the professional growth and development plan will be developed and agreed upon by the teacher and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed in the evaluation conference and included in the written evaluation narrative. The professional growth and development plan will be implemented for a one (1) year period and may be revised on an annual basis by mutual agreement by the teacher and supervisor.

10.6. Teachers requesting a HOUSSE with a written request to the school principal shall be evaluated pursuant to §126-142-9.4.

10.7. A teacher who has received an unsatisfactory rating shall be evaluated every year using state performance criteria forms until five (5) consecutive years of satisfactory ratings have been achieved. Thereafter, the teacher shall be evaluated pursuant to §126-142-9.1.

10.8. The immediate supervisor is responsible for the teacher's evaluation.

10.9. The supervisor shall share the evaluation with the teacher during a scheduled conference.

10.10. The teacher has the right to include a written statement as an addendum to the evaluation.

10.11. The teacher shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the teacher and the teacher has received a copy, but the signature shall not imply concurrence with the findings.

§126-142-11. Improvement Plan for Classroom Teachers.

11.1. An improvement plan shall be developed by the supervisor and teacher when a teacher's performance is unsatisfactory in any area of teacher responsibility as contained in §126-142-13.

11.2. The improvement plan shall designate how the teacher shall meet the criteria. The improvement plan shall:

11.2.1. identify the deficiency(ies),

11.2.2. specify the corrective action to remediate the deficiencies,

11.2.3. contain the time frame for monitoring and deadlines for meeting criteria, but in no case shall an improvement plan be for more than one (1) semester in length, and

11.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

11.3. After a teacher has successfully corrected deficiency(ies) the teacher must continue to meet standards.

11.4. If a teacher transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.

11.5. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-12. Improvement Team for Classroom Teachers.

12.1. A referral to an improvement team for a teacher whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The teacher may request the assistance of an improvement team.

12.2. The improvement team shall be comprised of the teacher's immediate supervisor, one additional administrator preferably in the content area, and one professional educator in the same or related specialization. The professional educator shall be selected by the teacher and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

12.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

12.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the teacher in meeting the performance criteria outlined in the plan, and c) identify additional resources.

12.5 Release time may be provided for teachers who serve on the improvement team.

§126-142-13. Classroom Teachers' Responsibilities.

13.1. Job descriptions for teachers shall include the following responsibilities:

13.1.1. implements programs of study,

13.1.2. fosters a classroom climate conducive to learning,

13.1.3. utilizes instructional management systems models that increase student learning,

13.1.4. monitors student progress towards mastery of instructional goals and objectives,

13.1.5. communicates effectively within the educational community, and with parents on a regular basis,

13.1.6. meets professional responsibilities, and

13.1.7. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

§126-142-14. Classroom Teachers' Performance Criteria.

14.1. Performance criteria in this section are the state adopted responsibilities for classroom teachers. The purpose is to clarify teacher responsibilities and help provide guidance to the teacher in understanding job expectations.

14.2. Programs of Study:

14.2.1. Definition: Provides curricula required by the State of West Virginia.

a. Bases instruction on adopted curricula for the school.

b. Demonstrates accurate and current knowledge in subject field.

c. Develops appropriate lessons to teach instructional objectives.

d. Employs a variety of instructional strategies to augment achievement.

e. Uses content scope and sequence in planning.

14.3. Classroom Climate:

14.3.1. Definition: Provides an atmosphere conducive to learning consistent with school/county mission.

a. Follows established school discipline procedures that include W. Va. 126CSR99, West Virginia Board of Education Policy 4373, Student Code of Conduct.

b. Establishes procedures and rules that enhance learning.

c. Encourages students' attendance.

d. Sets high positive expectations for student performance.

e. Encourages and acknowledges individual student accomplishments and appropriate behavior.

f. Treats students in a fair and equitable manner.

g. Accommodates individual learning differences.

h. Creates and maintains an environment that supports learning.

i. Communicates with parents.

14.4. Instructional Management Systems:

14.4.1. Definition: Organizes teaching strategies to maximize allocated instructional time to increase student learning.

a. Prepares and implements lesson plans.

b. Begins lesson or instructional activity with a review of previous material as appropriate.

c. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.

d. Introduces the instructional activity and specifies instructional objectives.

e. Directs and adequately supervises students to be on task quickly at the beginning of each instructional activity.

f. Presents reading, writing, speaking, and listening strategies using concepts and language that students understand.

g. Provides relevant examples and demonstrations to illustrate concepts and skills.

h. Assigns developmentally appropriate tasks.

i. Provides instructional pacing that ensures student understanding.

j. Maximizes student time-on-task.

k. Makes effective transitions between instructional activities.

l. Summarizes the main point(s) of the instructional activity.

m. Encourages students to express ideas clearly and accurately.

n. Incorporates higher level thinking skills.

o. Assists students to develop productive work habits and study skills, enabling communication with parents as needed.

p. Provides remediation activities for students.

q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.

r. Integrates a variety of technology applications and learning tools to augment student achievement.

14.5. Student Progress:

14.5.1. Definition: Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.

a. Follows grading policies and regulations.

b. Maintains accurate and complete student records.

c. Monitors and evaluates student progress.

d. Provides feedback on student work.

e. Monitors student attendance.

14.6. Communication:

14.6.1. Definition: Communicates with students, parents, educational personnel, and others, utilizes standard grammar, listening skills, and clarity in the presentation of ideas.

a. Communicates student progress according to established procedures and policies.

b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, and exhibits appropriate interactive skills.

c. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.

d. Speaks and writes standard English clearly, correctly, and distinctly.

e. Determines and utilizes appropriate community resources.

14.7. Professional Work Habits:

14.7.1. Definition: Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).

a. Adheres to established laws, policies, rules, and regulations.

b. Interacts appropriately with students, other educational personnel, and parents.

c. Participates in activities that foster professional growth.

d. Is punctual with reports, grades, records, and in reporting to work.

e. Performs assigned duties.

f. Strives to meet county/school goals.

g. Commands respect by example in appearance, manners, behavior and language.

14.8. Technology Standards, effective July 1, 2003.

14.8.1. Definition: demonstrates competency and knowledge in the implementation of technology standards identified by the West Virginia Board of Education policies which are based on the International Society for Technology in Education (ISTE) Standards.

a. Demonstrates a sound understanding of technology operations and concepts.

b. Plans and designs effective learning environments and experiences supported by technology.

c. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.

d. Applies technology to facilitate a variety of effective assessment and evaluation strategies.

e. Uses technology to enhance productivity and professional practice.

f. Understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

§126-142-15. Evaluation Process for Administrators.

15.1. Administrators who are in their first, second, or third year of administration, a minimum of two (2) written evaluations per year is required.

15.2. Administrators with three (3) or more years of administration, a minimum of one (1) written evaluation per year is required.

15.3. The administrator's immediate supervisor is responsible for monitoring performance and for preparing the written evaluation.

15.4. The purpose of the evaluation is to improve the administrator's performance and professional growth. The administrator and the immediate supervisor will mutually establish annual written goals for the administrator's performance evaluation on or before October 1. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference the administrator and the supervisor will meet at least once annually to review progress toward meeting the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five (5) working days.

15.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials that validate progress or completion of the mutually establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor

will evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later that five (5) working days following receipt of the written evaluation.

§126-142-16. Improvement Plan for Administrators.

16.1. An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in §126-142-18.

16.2. The improvement plan shall designate how the administrator shall meet the performance characteristics. The improvement plan shall:

16.2.1. identify the deficiency(ies),

16.2.2. specify the corrective action to remediate the deficiency(ies),

16.2.3. contain the time frame for monitoring and deadlines for meeting the performance characteristics, and in no case shall an improvement plan be for more than one (1) semester in length, and

16.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

16.3. After an administrator has successfully corrected deficiency(ies), the administrator must continue to meet standards.

16.4. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-17. Improvement Team for Administrators.

17.1. A referral to an improvement team for an administrator whose evaluation is

unsatisfactory may occur when the supervisor determines he/she needs such assistance. The administrator may request the assistance of an improvement team.

17.2. The improvement team shall be comprised of the administrator's immediate supervisor and two administrators, one at the same school level. One of the administrators shall be selected by the administrator completing the improvement plan and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

17.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

17.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the administrator in meeting the performance criteria outlined in the plan, and c) identify additional resources.

17.5. Release time may be provided for administrators who serve on the improvement team.

§126-142-18. Administrators' Responsibilities.

18.1. In addition to established laws, policies, rules and regulations, job descriptions for administrators shall include the following responsibilities:

18.1.1. demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance,

18.1.2. provides purpose and direction for schools/county,

18.1.3. demonstrates cognitive skills to gather, analyze and synthesize information to reach goals,

18.1.4. manages group behaviors to achieve consensus,

18.1.5. enhances quality of total school/county organization,

18.1.6. organizes and delegates to accomplish goals,

18.1.7. communicates effectively, and

18.1.8. effective July 1, 2003, provides leadership in the implementation of technology standards.

§126-142-19. Administrators' Performance Characteristics.

19.1. Performance characteristics in this section are the state adopted responsibilities for administrators. The purpose is to clarify responsibilities of the administrator and to provide

guidance to the administrator in understanding job expectations.

19.2. Instructional Leadership

19.2.1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items that may be used to reflect instructional leadership competencies:

a. demonstrates a knowledge of supervision to improve instruction,

b. uses the evaluation process to improve instruction effectively,

c. analyzes a variety of educational data to focus on student achievement,

d. guides teachers in their professional growth, and

e. facilitates a climate that is conducive to student learning and development.

19.3. Purpose and Direction.

19.3.1. Proactive Orientation. -- Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals. Items that may be used to reflect instructional leadership competencies:

a. accepts authority and assumes responsibility,

b. analyzes negative and positive forces affecting the school/county,

c. takes immediate steps when problems arise,

d. focuses resources on strategic goals,

e. uses problem solving strategies,

f. exhibits a positive attitude,

g. encourages and facilitates meaningful and effective parent-teacher communication, and

h. commands respect by example in appearance, manners, behavior and language.

19.4. Educational Values

19.4.1. Educational Values. -- Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values. Items that may be used to reflect instructional leadership

competencies:

a. promotes the welfare of students, faculty and staff, and

b. sets high expectations and articulates them to community, parents, staff and students

19.5. Cognitive Skills.

19.5.1. Interpersonal Skills. -- Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:

a. encourages others to describe their perspectives,

b. respects others' perspectives, and

c. listens to others.

19.5.2 Problem Analysis. -- Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information. Items that may be used to reflect problem analysis:

a. gathers information about the school, county, students, parents, and community as appropriate,

b. attends professional development sessions that are relevant to goals, and

c. accesses computer and management information systems.

19.5.3. Judgment. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:

a. values divergent thinking,

b. compares consequences of options, and

c. makes decisions after data are analyzed.

19.6. Leadership.

19.6.1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

a. identifies self as a team leader,

b. intervenes, negotiates, resolves conflict as needed,

c. facilitates communication, and

d. creates cooperative atmosphere.

19.6.2. Persuasiveness. -- Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:

a. ties needs to established goals,

b. articulates expected outcomes, and

c. develops trust by modeling desired behavior.

19.6.3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

a. understands how own behavior may affect others,

b. adjusts strategies when ineffective,

c. exhibits appropriate interaction skills, and

d. deals effectively with emotional issues.

19.7. Quality Enhancement.

19.7.1. Personal Motivation. -- Establishes high work standards for self and others. Items that may be used to reflect personal motivation:

a. promotes excellence by evaluating goals,

b. sets standards for goal accomplishment,

c. considers feedback, and

d. assesses own strengths and limitations.

19.7.2. Management. -- Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:

a. supervises and monitors performance of staff,

b. collects and records performance data,

c. judges performance using criteria,

d. reinforces desirable behavior,

e. accesses computer and management information systems, and

f. demonstrates effective school financial management.

19.7.3. Coaching. - Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items that may be used to reflect coaching:

a. builds a supportive environment for learning,

b. provides timely and specific feedback,

c. reinforces growth and development, and

d. exhibits effective conferencing skills.

19.8. Organization.

19.8.1. Organizational Ability. -- Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:

a. plans for goal accomplishment,

b. establishes priorities,

c. budgets and allocates resources,

d. assigns tasks and activities, and

e. plans for contingencies.

19.8.2. Delegation. -- Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:

a. assesses expertise of self and others,

b. determines tasks to be assigned,

c. determines tasks needing outside assistance,

d. establishes performance standards, and

e. provides guidance.

19.9. Communications.

19.9.1. Oral Communications. -- Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:

a. pronounces words and articulates clearly,

b. speaks confidently, and

c. uses correct grammar.

19.9.2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

a. writes with clarity and conciseness, and

b. uses correct grammar, spelling and appropriate language.

19.10. Technology Leadership, effective July 1, 2003.

19.10.1. Definition -- Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in §126-142-14.8.1. Items that may be used to reflect technology leadership competencies:

a. inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,

b. ensures that curricular design instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching,

c. applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,

d. ensures the integration of technology to support productive systems for learning and administration,

e. uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and

f. understands the social, legal, and ethical issues related to technology and models responsible decision-making related to these issues.

Source: **http://wvde.state.wv.us/policies/p5100.pdf**

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APPENDIX A-2
West Virginia Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

Professional Teaching Standards:

These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:

- **Curriculum and Planning**
- **The Learner and the Learning Environment**
- **Teaching**
- **Professional responsibilities for self-renewal**
- **Professional responsibilities for school and community**

Standard 1: Curriculum and Planning

The teacher displays deep knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of and depth of knowledge in the West Virginia Content Standards and Objectives. The teacher uses knowledge of content, process and 21st century learning skills to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems

thinking through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Function 1A: Core Content – *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

Function 1B: Pedagogy – *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.*

Function 1C: Setting Goals and Objectives for Learning –*The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction – *The teacher designs instruction that engages student in meaningful instructional activities using the WV Content Standards and Objectives and resulting in intentional student learning.*

Function 1E: Student Assessments – *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 2: The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning.. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding intellectual/cognitive, social, and emotional development – *The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Function 2B: Creating an environment of respect and rapport – *The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.*

Function 2C: Establishing a culture for learning – *The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.*

Function 2D: Implementing classroom procedures – *The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.*

Function 2E: Managing student behaviors – *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

Function 2F: Organizing the learning environment – *The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.*

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.
The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Function 3A: Importance of Content – *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

Function 3B: Communicating with Students – *The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.*

Function 3C: Questioning and Discussion Techniques – *The teacher practices quality questioning techniques and engages students in discussion.*

Function 3D: Student Engagement – *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

Function 3E: Use of Assessments in Instruction – *The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.*

Function 3F: Demonstrating Flexibility and Responsiveness – *The teacher adjusts instruction based on the needs of the students and in response to "teachable moments."*

Standard 4: Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the implementation of practices that improve teaching and learning.

Function 4A: Professional Learning – *The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.*

Function 4B: Professional Collaborative Practice– *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.*

Function 4C: Reflection on Practice – *The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.*

Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

Standard 5: Professional Responsibilities for School and Community

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school, families and the

larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission – *The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

Function 5B: School-wide Activities – *The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.*

Function 5C: Learner-Centered Culture – *The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.*

Function 5D: Student Support Systems – *The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.*

Function 5E: Student Management Systems – *The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

Function 5F: School, Family and Community Connections – *The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

Function 5G: Strategic Planning/Continuous Improvement – *The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.*

Function 5H: Teacher Leadership – *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.*

Function 5I: Ethical Standards – *The teacher models the ethical standards expected for the profession in the learning environment and in the community.*

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.

Appendix D-8: Professional Teaching Standards: Example Indicator Rubric

Standard 1: Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving and that encourage creativity, innovation and self-direction.

Function 1A: Core Content -- *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

Function 1B: Pedagogy -- *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.*

Function 1C: Setting Goals and Objectives for Learning -- *The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction-- *The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.*

Function 1E: Student Assessments -- *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 1 Curriculum and Planning				
Function 1A: Core Content — *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*				
Indicator 1A1	**Level of Performance**			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Subject matter content	The teacher makes content errors when designing lessons and units of instruction.	The teacher designs lessons and units that demonstrate knowledge of major concepts and assumptions essential to the content area(s) they teach. The teacher has a limited knowledge of the prerequisite skills and of the WV CSOs for grade levels/courses that precede and follow the current grade level/course. The inter-relatedness of disciplines is inconsistently demonstrated in lessons.	The teacher designs lessons and units that demonstrate knowledge of major concepts and assumptions and knows the prerequisite skills and knowledge required for student mastery of content and has an understanding of the WV CSOs for grade levels/courses that precede and follow the current grade level/course. The inter-relatedness of disciplines is consistently demonstrated in lessons.	The teacher designs lessons and units that display knowledge of important prerequisite skills and knowledge required for student mastery. Student misconceptions are planned for and anticipated. The teacher is aware of the WV CSOs for grade levels or courses that precede and follow the grade/course they teach. The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines.

Appendix D-9: Qualities, Proficiencies and Leadership Skills for Principals – 5500.03

Source: http://wvde.state.wv.us/policies/p5500.03.html

EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION

POLICY NUMBER AND TITLE: 5500.03 Qualities, Proficiencies and Leadership Skills for Principals

PUBLIC COMMENT PERIOD ENDS: February 18, 1997 **ADOPTED**: March 13, 1997

BACKGROUND
Senate Bill 300 requires the State Board to approve and promulgate rules regarding the minimum qualities, proficiencies, and skills that will be required of all principals. The legislation creates the Principals' Standards Advisory Council to assist the State Board with the development of these rules.

PURPOSE
The purpose of this policy is to establish rules regarding the specific qualities, proficiencies, and skills that will be required of principals after January 1, 1997. This policy was developed in consultation with the Principals' Academy Standards Advisory Council, and it is to be used in the development of the curriculum for the Principals' Academy. The Center for Professional Development will develop and communicate to the State Board the curriculum for the Principals' Academy.

IMPACT
Strong leadership by principals is necessary for good schools and higher levels of student achievement. These rules will be used by the Center for Professional Development to develop the curriculum for the Principals' Academy and by other organizations and institutions in preparation and professional development programs for principals.

FISCAL IMPACT
$500,000.00 was appropriated by the Legislature to the Center for Professional Development for 1996-97 to conduct the Principals' Academy.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION
SERIES 147
QUALITIES, PROFICIENCIES
AND LEADERSHIP SKILLS FOR PRINCIPALS (5500.03)

§126-147-1. General.

1.1. Scope - The policy establishes the minimum qualities, proficiencies, and skills required of all principals after January 1, 1997.

1.2. Authority - W.Va. Constitution, Article XII, Section 2; W.Va. Code §§18-2-5, 18A-3-2c, 18A-3A-1, and 18A-3A-2b.

1.3. Filing Date - March 18, 1997.

1.4. Effective Date - April 17, 1997.

§126-147-2. Purpose.

2.1. These rules set forth the minimum qualities, proficiencies and leadership skills required of principals after January 1, 1997.

§126-147-3. Definitions.

3.1. W.Va. Code §18A-1-1 defines *"principal"* as "The professional educator who as agent of the board of education has responsibility for the supervision, management and control of a school or schools within the guidelines established by said board. The major area of such responsibility shall be in the general supervision of all the school and all school activities involving pupils, teachers and other school personnel."

3.1.1. For purposes of this policy, a *"principal"* is defined as any individual employed as a principal, an assistant principal, or a director or assistant director of a vocational/technical school.

§126-147-4. Qualities, proficiencies, and skills.

4.1. The following *qualities, proficiencies and leadership skills* are required of principals after January 1, 1997:

4.1.1. Vision: The ability to facilitate the development, articulation, and implementation of a vision and goals that are shared and supported by the school community. This ability is demonstrated when:

a. The school vision reflects high standards for student learning and the belief that all students can learn.

b. The school is driven by an alignment of national, state and school goals.

c. The vision, goals and expectations, and implementation plan are clearly communicated to staff, parents, students and community members.

d. A consensus regarding vision is developed among all stakeholders (staff, parents, students, community).

e. A clearly articulated implementation plan, containing objectives and strategies to achieve the vision and goals, is developed.

f. Vision, goals and implementation plans are regularly monitored, evaluated and revised.

4.1.2. School Culture/Instruction: The ability to advocate, nurture, and sustain the development of a school culture and instructional program that is conducive to student learning and staff professional development. This ability is demonstrated when:

a. Student learning is viewed as the fundamental purpose for education.

b. A culture of high expectations is evident for self, student, and staff performance.

c. Staff and students are treated with courtesy, fairness, dignity and mutual respect.

d. Student and staff accomplishments are recognized and celebrated.

e. Relationships are built through a nurturing environment for staff and students.

f. Technology is effectively used in promoting student learning and staff professional growth.

g. A variety of approaches to learning is available to all students.

h. Curricular programs are designed, implemented, evaluated and refined on a continuing basis.

i. Curriculum decisions are based on research, expertise of teachers, and recognized promising practices.

j. The importance of career selection is evident in curriculum and instruction.

k. Multiple sources of information regarding performance are used to assess student learning and to foster program improvement.

l. Student assessment establishes high performance standards.

m. The principal serves as a mentor and coach for staff.

n. Personnel evaluation is used as a means to promote staff growth and including coaching and motivating techniques.

o. Professional development promotes a focus on student learning consistent with the school vision and goals.

p. Student problem areas are reviewed and recommendations are made for appropriate instructional modifications/interventions.

4.1.3. Management/Environment: The ability to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment. This ability is demonstrated when:

a. Knowledge of learning, teaching, and student development is used to make informed management decisions.

b. Continuous improvement strategies are evident in all aspects of the school environment.

c. Operational procedures are designed and managed to maximize opportunities for successful learning.

d. Technology is used effectively to find, retrieve, and analyze the appropriate data to guide long-range planning and daily practice.

e. A collaborative, team building approach to organize the school is in place .

f. Faculty senate is used to make a positive impact on instructional and management decisions.

strength of diversity is promoted.

h. A process for resolving conflict is established and implemented.

i. Staff selection is a collaborative process.

j. The school plant, equipment, and support system operates safely, efficiently and effectively.

k. Laws, policies and regulations are observed in maintaining a safe, supportive environment.

l. Confidentiality and privacy of school records are maintained.

m. A variety of sources of information including data, experience, expertise, vision and goals, is used to make decisions.

n. Prioritization and decisiveness are evident in decision-making by the principal.

o. Problems are identified and resolved in a timely manner.

p. Project management is effective and efficient.

q. Strategic planning provides opportunities for longitudinal data collection and revision of programs.

r. Resources and funds are used appropriately and wisely.

s. Time is managed to maximize attainment of organizational goals.

t. Delegation of authority is used to the benefit of staff and administration.

u. Staff empowerment is coupled with responsibility and accountability.

v. Consensus is used as a means of management.

4.1.4. Community: The ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. This ability is demonstrated when:

a. Families and other stakeholders are involved in school decision-making.

b. Families are partners in the education of their children.

c. Diversity is recognized and valued.

d. The school and community serve one another as resources.

e. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support goal attainment.

f. Available community resources are secured to help the school solve problems and achieve goals.

g. Local school improvement councils make effective decisions.

h. The establishment and implementation of a comprehensive program of community relations informs and involves the public in all aspects of the school.

i. Students and parents are viewed as clients.

j. Excellent communication skills: (written, verbal, listening, interpretative, conferencing and grammatical), are used by the principal.

k. Meetings are chaired effectively.

l. Consensus is used as a decision-making tool.

4.1.5. Professional: The ability to act with integrity, fairness and in an ethical manner. This ability is demonstrated by the principal when:

a. The highest personal and professional values are reflected and required.

b. Integrity and ethical behaviors are reflected and required.

c. Dedication through commitment and involvement is displayed.

d. A positive attitude and pride in the school and community are evidenced in his/her serving as a role model in the community.

e. The legitimate authority of others is recognized and reflected.

f. Legal and contractual obligations are fulfilled.

g. Laws and procedures are applied fairly, wisely, and consistently.

h. The influence of his/her office is used constructively and productively in the service of students and their families.

i. Reflective practice is used to maximize effectiveness.

j. A commitment to life-long learning and professional renewal is practiced.

k. Current research in professional practice is applied.

4.1.6. Systems: The ability to understand, respond to, and influence the large political, social, economical, cultural, and legal context as it relates to the school. This ability is demonstrated when:

a. Active involvement and communication with the larger community are a high priority.

b. Relationships with community leaders are identified and nurtured.

c. System thinking to ensure that decisions reflect input from all stakeholders is used.

d. A local, national and global perspective in decision making is evidenced.

e. A pioneer spirit as a courageous entrepreneur, willing to take measured risks, is evidenced.

f. A professional image is conveyed.

g. Democratic principles in day-to-day operations are evidenced.

h. Federal, state and county policies are implemented and observed.

§126-147-5. Implementation.

5.1. All professional development for principals shall address the qualities, proficiencies and leadership skills set forth in these rules, including developing and delivering the curriculum for the Principals' Academy.

5.2. All approved preparation programs for principals shall address the qualities, proficiencies and leadership skills set forth in these rules.

5.3. The Center for Professional Development shall provide principals with sustained opportunities through the Principals' Academy to develop the specific qualities, proficiencies and leadership skills required pursuant to these rules.

5.3.1. The Center for Professional Development shall consider best practices as established by research in developing and delivering the curriculum of the Principal's Academy.

§126-147-6. Attendance at the Principals' Academy.

6.1. After the first day of January 1997 every principal shall complete, subject to the provisions of this section, the Principals' Academy at least every four years.

6.1.1. All persons assigned as principals for the first time in a West Virginia school after the first day of March 1996 shall complete the Principals' Academy. If the Principals' Academy is scheduled to being within ninety days from the date of assignment, such person may postpone attendance until the next scheduled training through the academy.

6.1.2. All principals of schools that are designated probationary status or seriously impaired (in accordance with W.Va. Code §18-2E-5) shall complete the next regularly scheduled Principals' Academy following the date of such designation unless the training is to begin within thirty days.

In such instance, the principal may postpone attendance until the next regularly scheduled Principals' Academy.

6.1.3. All principals who are subject to an improvement plan in accordance with W.Va. Code §18A-2-12 and Policy 5310 shall complete the next regularly scheduled Principals' Academy unless the training is to begin within thirty days of the date of the improvement plan. In such instance, the principal may postpone attendance until the next regularly scheduled Principals' Academy.

6.1.4. All principals who transfer to a school with a significantly different grade configuration shall complete the next regularly scheduled Principals' Academy unless the Principals' Academy is to begin within ninety days from the date the principal is transferred. In such instance, the principal may postpone attendance until the next regularly scheduled Principals' Academy.

6.1.5. Attendance at the Principals' Academy shall be subject to the availability of funding from the legislature and other sources. If funds are insufficient to provide for the total cost, the academy shall admit those persons described in sections 6.1.1.-6.1.4. according to the priority in which they are listed. If funds are insufficient to provide for all persons in one or more sections 6.1.1.-6.1.4., the Center for Professional Development is authorized to determine which persons shall and shall not be admitted. The Center for Professional Development shall make every effort to ensure that every principal attends at least once every four years after the first day of January 1997.

6.2. The West Virginia Department of Education shall establish and maintain a system to record the progress of each person required to complete training through the academy and shall periodically advise such persons of their status.

6.3. Waiver of Attendance- Any person who desires relief from the requirements of this policy may apply in writing to the West Virginia Board of Education for a waiver.

6.3.1. A standard waiver application form for the Principals' Academy shall be developed by the West Virginia Department of Education. The waiver application must be signed by the county superintendent.

6.3.2. Upon showing of reasonable cause why relief should be granted, the West Virginia Board of Education may grant a waiver to postpone attendance from the academy for a period of one year upon such terms and conditions as it deems appropriate.

6.4. Principals attending the Academy who are not under contract during the period in which the Academy is in session will receive a stipend provided funding is allocated by the legislature.

6.5. The West Virginia Department of Education shall work collaboratively with the West Virginia Center for Professional Development to maintain: accurate records of eligibility; priority status for attendance; record of attendance; status of waiver requests; and a system of notification of principals of their status in regard to attendance.

6.6. W.Va. Code §18A-3-2c provides that any person who fails or refuses to complete the Principals' Academy as required and who fails to obtain a waiver, shall be ineligible to be employed as, or serve in the capacity of, a principal, an assistant principal, or a director or assistant director of a vocational/technical school

DRAFT

Executive Summary

Master Plan for Improving Leadership in West Virginia Schools and School Systems

A code and policy framework to develop, support, and focus West Virginia leaders on creating school conditions that prepare all students for powerful life options in the 21st century.

Fall, 2009

Prepared By

The forty-five members of the West Virginia Collaborative for Leadership Development and Support

DRAFT
Executive Summary
MASTER PLAN FOR IMPROVING LEADERSHIP IN WEST VIRGINIA SCHOOLS AND SCHOOL SYSTEMS

PART I: PRINCIPAL LEADERSHIP

1. RECOMMENDATION: SUCCESSION PLANNING - Support development of leadership recruitment and succession planning to ensure that quality administrative candidates are available to assume school leadership positions.

EXCERPT OF RECOMMENDED ACTIONS:

- Identify successful models for attracting, tapping and developing potential school leaders and create benchmarks designs for implementing state succession-planning programs.
- Develop competitive grant process that supports implementation of all such program that meet benchmark quality.
- Fund model county or regional succession planning programs.
- Develop and implement such programs in cooperation with higher education to create a continuum of experiences.

2. RECOMMENDATION: PREPARATION PROGRAM ACCREDITATION - Assure that all higher education preparation programs in the area of school administration undergo NCATE accreditation in partnership with the West Virginia Department of Education review.

EXCERPT OF RECOMMENDED ACTIONS:

- Require all leadership preparation programs to be NCATE approved thus enhancing program quality across all leadership programs.
- Integrate and/or align, as appropriate, the WVDE program approval process to assure program alignment to the goals and priorities of the WVBE.

3. RECOMMENDATION: PREPARATION PROGRAM REDESIGN - Assure that all higher education leadership development programs are redesigned based on (a) the West Virginia school leadership standards and (b) program characteristics of highly effective leadership preparation programs.

EXCERPT OF RECOMMENDED ACTIONS:

- Engage a national expert panel to forge the criteria for redesign of preparation programs based on "industry" delivery standards for leadership preparation.
- Require higher education leadership preparation programs to restructure programs based on these standards. Support the institutions during the two-year "re-crafting" period with professional development and collaborative planning time.
- Use the national expert advisors to shape and conduct reviews of the redesigned preparation programs and provide advice/documentation on program continuance to the WVBE.

4. RECOMMENDATION: LICENSURE - Revise the existing leadership licensure process in ways that (1) improve the overall quality of entry level leaders and (2) ensure continual personal professional growth related to the new West Virginia Global 21 standards for school leaders.

EXCERPT OF RECOMMENDED ACTIONS:

- Require classroom teaching experience to enter principal preparation programs.
- Replace the current Praxis licensure examination with (a) the SLLA exam, (b) a performance-based WV exam created to match the new Global 21 leadership standards, or (c) use a combination of both examinations for licensure.
- Address the professional development needs of non-practicing administrator certificate holders and review current laws and regulations on portability of administrative certificates from other states to assure knowledge of WV Global 21 leadership standards.
- Eliminate the permanent leadership certificate and link license renewal to a well-designed program of professional development.

5. RECOMMENDATION: INTERNSHIPS - Fund full-year structured internships for candidates in master's degree school leadership programs that prepare candidates for initial certification in school administration.

EXCERPT OF RECOMMENDED ACTIONS:

- Redesign preparation program to align intensive course work with an internship structured to develop core skills and proficiencies. Align the number of internships with targeted number of new administrators needed in WV schools.
- Supervise and support interns with higher education staff in cooperative agreements with trained mentors at the school. Form intern cohort groups that share and document experiences; supplement internships with periodic seminars and technology-based interactions.
- Consider funding the internships at the rate of a fourth-year teacher pay scale and require intern service in WV schools as pay-back.

6. RECOMMENDATION: INDUCTION - Revise and restructure the current induction program for new school administrators to provide coordinated experiences in a beginning academy with a well coordinated and high quality mentoring process.

EXCERPT OF RECOMMENDED ACTIONS:

- Restructure the current mentoring process to develop a timely and deeper web of support for new leaders, including the consideration of a second year of support.
- Consider adding "assessment centers" as part of the process for identifying and providing targeted professional development to new administrators.
- Address the deficits that exist in the current induction process including the selection and training of mentors, the delivery of individualized professional development, the need for additional networking opportunities for new administrators, and increased support from the district office.
- Consider a centralized management process at the WVDE for overseeing the quality of the mentoring process and coordination with the Center for Professional Development. Consider hiring full-time mentors to support and coordinate individualized services to new leaders.

7. RECOMMENDATION: PROFESSIONAL DEVELOPMENT - Charge the WV Department of Education, the Center for Professional Development and the RESAs with the development and implementation of a coherent, productive and differentiated system for the professional development of school leaders.

EXCERPT OF RECOMMENDED ACTIONS:

- Create a centrally coordinated approach for principal professional development across providers.
- Modify current processes to deliver timely professional development that is tailored to the leader's individual and school needs.
- Charge the WVDE with the development and implementation of a coherent and productive system among stakeholders.
- Develop a robust commonly applied evaluation system of administrator professional development.

8. RECOMMENDATION: EVALUATION - Develop a digital-based evaluation process for school administrators to assess skill level on the Global 21 leadership standards, promote professional growth, focus on "value added" to student outcomes and to determine progress on achieving aims in the school strategic plan.

EXCERPT OF RECOMMENDED ACTIONS:

- Use a multi-dimensional approach for evaluation that focuses on improvement of desired student outcomes, proficiency in the leadership standards, and advancement of school improvement goals.
- Include self-reflection as well as assessment feedback from multiple stakeholders (360◦ format).
- Culminate in supervisor/administrator collaboratively established goals/targets that are measurable.
- Include procedures for accumulating evidence to document progress toward the goals/targets.
- Include several pre-determined points for discussion, reflection and feedback between the supervisor and the administrator regarding expected goals and necessary supports.

9. RECOMMENDATION: SCHOOL GOVERNANCE - Revise code and WVBE Policy to strengthen the control of principals over operations at the school that affect student learning.

EXCERPT OF RECOMMENDED ACTIONS:

- Create a stakeholder group of principals, superintendents, teachers, legislators, WVBE and WVDE staff to examine ways of giving principals greater control over the hiring, placement and dismissal of staff. Assure that school processes, when appropriate, include input and involvement of appropriate school staff. Assure that all procedures include appropriate due process and represent the best in professional ethics.
- Modify the school aide formula to increase the basic administrator remuneration from 200 days to 210 day.
- Allocate a flexible half unit position (per established metric) for enhancing teacher leadership and/or facilitating school management to give greater focus to instructional leadership.
- Increase the percentage of the school budget that is controlled at the school level.

PART II: TEACHER LEADERSHIP

10. RECOMMENDATION: SCHOOL INFRASTRUCTURE - Create an effective school calendar and school governance infrastructure to enhance professional development, teacher collaboration and teacher leadership.

EXCERPT OF RECOMMENDED ACTIONS:

- Modify the school calendar and/or instructional day to provide additional time for professional development/teacher collaboration and planning focused on improving student achievement.
- Give counties flexibility in establishing the school calendar and scheduling collaboration and professional development time.
- Combine and/or redefine the roles of the seven required school committees (curriculum team, local school improvement council, strategic planning committee, school support team, student assistance team, faculty senate, technology team) to a more functional and aligned set of responsibilities.

11. RECOMMENDATION: TEACHER PREPARATION - Ensure that pre-service teacher preparation programs address teacher responsibilities for collaboration and leadership.

EXCERPT OF RECOMMENDED ACTIONS:

- Define the classroom teacher's role/responsibilities for leadership and school improvement that are manifested outside their own classroom.
- Include roles/responsibilities for leadership/school improvement in the WV Professional Teaching Standards.
- Assure that the Professional Teaching Standards are the basis for teacher preparation curriculum in WV teacher preparation programs.

12. RECOMMENDATION: PROFESSIONAL DEVELOPMENT ON TEACHER LEADERSHIP - Develop a statewide plan for aligning, designing, and delivering teacher leadership/teacher collaboration professional development to support collegial school improvement efforts.

EXCERPT OF RECOMMENDED ACTIONS:

- Convene all state key professional development stakeholders and determine the structure and delivery of a professional development system that will support teacher leadership and "building a quality back porch" in each school.
- Use the new teacher leadership standards as the basis for the professional development content and design.

13. RECOMMENDATION: INNOVATION - Support innovative school models that employ collaborative teacher leadership processes to improve student achievement.

EXCERPT OF RECOMMENDED ACTIONS:

- Identify model schools with enhanced teacher leadership processes through the Innovation Zone Initiative.
- Study teacher collaboration structures and processes used in a variety of school sizes and programmatic levels.
- Evaluate, record and distribute best practices in teacher leadership to schools and school systems.

PART III: SUPERINTENDENT LEADERSHIP

14. RECOMMENDATION: PREPARATION - Create a single multi-institutional program for superintendent certification, using all appropriate resources from the state in a cohesive manner.

EXCERPT OF RECOMMENDED ACTIONS:

- Engage a stakeholder group of superintendents, higher education and WVDE staff to design a single program for the preparation of superintendents based on the WV Global 21 Leadership Standards.
- Design the program in ways that mirror the best "industry" delivery standards for superintendent preparation including such characteristics as field-based work, problem-anchored integrated curriculum and use of instructors with experience in district leadership issues.
- Consider the integration of an internship period similar to the one proposed for the preparation of prospective school leaders.

15. RECOMMENDATION: PROFESSIONAL DEVELOPMENT - Design, fund and implement a system of professional growth for superintendents and RESA directors that differentiates curriculum according to individual and district needs.

EXCERPT OF RECOMMENDED ACTIONS:

- Create an advisory panel of appropriate stakeholders to oversee the development and implementation of a system of professional growth for aspiring, new and veteran superintendents.
- Create a professional development model that addresses the differing needs of new and veteran superintendents as well as individual needs and priorities related to personal and district goals.
- Assure that the professional development process addresses the characteristics of quality professional development identified by the National Staff Development Council.
- Consider unifying the various WVDE leadership professional development initiatives into a single multi-strand institute for district and school level leaders.

Appendix D-11
Proposed Language – Annual Evaluations

WEST VIRGINIA CODE

§18A-2-12. Performance evaluations of school personnel; professional personnel evaluation process.

(a) The state board shall adopt a written system for the evaluation of the employment performance of personnel, which system shall be applied uniformly by county boards of education in the evaluation of the employment performance of personnel employed by the board.

(b) The system adopted by the state board for evaluating the employment performance of professional personnel shall be in accordance with the provisions of this section.

I For purposes of this section, "professional personnel", "professional" or "professionals", means professional personnel as defined in section one, article one of this chapter.

(d) In developing the professional personnel performance evaluation system, and amendments thereto, the state board shall consult with the Center for Professional Development created in article three-a of this chapter. The center shall participate actively with the state board in developing written standards for evaluation which clearly specify satisfactory performance and the criteria to be used to determine whether the performance of each professional meets such standards.

(e) The performance evaluation system shall contain, but shall not be limited to, the following information:

(1) The professional personnel positions to be evaluated, whether they be teachers, substitute teachers, administrators, principals or others;

(2) Given the West Virginia Board of Education's adoption of new professional teaching standards and leader standards, ~~I~~ frequency and duration of the evaluations, ~~which~~ shall be on an annual ~~regular~~ basis ~~and of such frequency and duration as~~ to insure the collection of a sufficient amount of baseline data from which reliable conclusions and findings may be drawn: ~~*Provided,* That for school personnel with five or more years of experience, who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless the principal determines an evaluation for a particular school employee is needed more frequently: *Provided, however,* That for classroom teachers with five or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the principal determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals;~~

(3) The evaluation shall serve the following purposes:

(A) Serve as a basis for the improvement of the performance of the personnel in their assigned duties;

(B) Provide an indicator of satisfactory performance for individual professionals;

(C) Serve as documentation for a dismissal on the grounds of unsatisfactory performance; and

(D) Serve as a basis for programs to increase the professional growth and development of professional personnel;

(4) The standards for satisfactory performance for professional personnel and the criteria to be used to determine whether the performance of each professional meets such standards and other criteria for evaluation for each professional position evaluated. Effective the first day of July, two thousand three and thereafter, professional personnel, as appropriate, shall demonstrate competency in the knowledge and implementation of the technology standards adopted by the state board. If a professional fails to demonstrate competency, in the knowledge and implementation of these standards, he or she will be subject to an improvement plan to correct the deficiencies; and

(5) Provisions for a written improvement plan, which shall be specific as to what improvements, if any, are needed in the performance of the professional and shall clearly set forth recommendations for improvements, including recommendations for additional education and training during the professional's recertification process.

(f) A pro'essional whose performance is considered to be unsatisfactory shall be given notice of deficiencies. A remediation plan to correct deficiencies shall be developed by the employing county board of education and the professional. The professional shall be given a reasonable period of time for remediation of the deficiencies and shall receive a statement of the resources and assistance available for the purposes of correcting the deficiencies.

(g) No person may evaluate professional personnel for the purposes of this section unless the person has an administrative certificate issued by the state superintendent and has successfully completed education and training in evaluation skills through the center for professional development, or equivalent education training approved by the state board, which will enable the person to make fair, professional, and credible evaluations of the personnel whom the person is responsible for evaluating. After the first day of July, one thousand nine hundred ninety-four, no person may be issued an administrative certificate or have an administrative certificate renewed unless the state board determines that the person has successfully completed education and training in evaluation skills through the center for professional development, or equivalent education and training approved by the state board.

(h) Any professional whose performance evaluation includes a written improvement plan shall be given an opportunity to improve his or her performance through the implementation of the plan. If the next performance evaluation shows that the professional is now performing

satisfactorily, no further action may be taken concerning the original performance evaluation. If the evaluation shows that the professional is still not performing satisfactorily, the evaluator either shall make additional recommendations for improvement or may recommend the dismissal of the professional in accordance with the provisions of section eight of this article.

(i) Lesson plans are intended to serve as a daily guide for teachers and substitutes for the orderly presentation of the curriculum. Lesson plans may not be used as a substitute for observations by an administrator in the performance evaluation process. A classroom teacher, as defined in section one, article one of this chapter, may not be required to post his or her lesson plans on the internet or otherwise make them available to students and parents or to include in his or her lesson plans any of the following:

(1) Teach and re-teach strategies;

(2) Write to learn activities;

(3) Cultural diversity;

(4) Color coding; or

(5) Any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction; and

(j) The Legislature finds that classroom teachers must be free of unnecessary paper work so that they can focus their time on instruction. Therefore, classroom teachers may not be required to keep records or logs of routine contacts with parents or guardians.

(k) Nothing in this section may be construed to prohibit classroom teachers from voluntarily posting material on the internet

Appendix D-12: W. Va. Code §18A-3-2b and §18A-3-2d

Source: http://law.justia.com/westvirginia/codes/18a/wvc18a-3-2b.html

http://law.justia.com/westvirginia/codes/18a/wvc18a-3-2d.html

§18A-3-2b. Beginning teacher internships.

(a) Every person to whom a professional teaching certificate is awarded after the first day of January, one thousand nine hundred ninety-two, shall successfully complete a beginning teacher internship program under the provisions of this section, except such persons who were awarded a professional teaching certificate on the basis of at least five years teaching experience in another state.

The beginning teacher internship program is a school based program intended to provide appropriate staff development activities and supervision to beginning teachers to assure their competency for licensure to teach in the public schools of this state. The beginning teacher internship program shall consist of the following components:

(1) A professional support team comprised of the school principal, who shall be the chair of the professional support team, a member of the county professional staff development council and an experienced classroom teacher at the school who teaches the same or similar subject and grade level as the beginning teacher and who shall serve as a mentor for the beginning teacher;

(2) An orientation program to be conducted prior to the beginning of the instructional term, but within the employment term, supervised by the mentor teacher;

(3) The scheduling of joint planning periods for the mentor and beginning teacher throughout the school year;

(4) Mentor observation of the classroom teaching skills of the beginning teacher for at least one hour per week during the first half of the school year and which may be reduced at the discretion of the mentor to one hour every two weeks during the second half of the school year;

(5) Weekly meetings between the mentor and the beginning teacher at which the mentor and the beginning teacher discuss the performance of the beginning teacher and any needed improvements, which meetings may be reduced at the discretion of the mentor to biweekly meetings during the second half of the school year;

(6) Monthly meetings of the professional support team to discuss the performance of the beginning teacher which meetings may include all mentor members of all professional support teams at the school if helpful in the judgment of the participants;

(7) In-service professional development programs provided through the professional development project of the center for professional development for beginning teachers and for mentors both of which will be held in the first half of the school year;

(8) The provision of necessary release time from regular duties for the mentor teacher, as agreed to by the principal and the mentor teacher, and a stipend of at least six hundred dollars for the mentor teacher for duties as a mentor teacher; and

(9) A final evaluation of the performance of the beginning teacher completed by the principal on a form developed by the state board of education.

(b) The final evaluation form shall be submitted by the principal to the county school superintendent and shall include one of the following recommendations:

(1) Full professional status: A recommendation of full professional status indicates that the beginning teacher has successfully completed the internship program and in the judgment of the principal has demonstrated competence as a professional educator;
(2) Continuing internship status: A recommendation of continuing internship status indicates that in the judgment of the principal the beginning teacher requires further supervision and further employment in the district should be conditioned upon successful completion of an additional year under a beginning teacher internship program; or
(3) Discontinue employment: A recommendation to discontinue employment indicates that in the judgment of the principal the beginning teacher has completed two years of employment under supervision in a beginning teacher internship program, has not demonstrated competence as a professional educator and will not benefit from further supervised employment in the district.

§18A-3-2d. Beginning principal internships.

(a) Every person hired for the first time in a county school system as an assistant principal, principal or vocational administrator after the first day of July, one thousand nine hundred ninety-five, shall complete a one school year, beginning principal internship program under the provisions of this section. (b) The beginning principal internship program is a county school system based program intended to provide appropriate orientation activities and supervision to beginning assistant principals, principals or vocational administrators of this state. The beginning principal internship shall consist of the following components:
(1) An orientation program to be conducted prior to the beginning of the instructional term, but within the employment term, developed by the county school system: *Provided,* That if a beginning principal is hired during the instructional term the orientation program shall be conducted during the instructional term;
(2) The scheduling of no less than three regular meetings per semester during the school year between the mentor and beginning principal. Topics for each meeting may consist of, but are not limited to, the following: Evaluation of personnel, budgeting, scheduling, instructional leadership, discipline, public relations, conferencing skills or other topics determined by the mentor and intern;
(3) The provision of necessary release time from regular duties for the mentor as agreed to by the county superintendent and the beginning principal and a stipend of at least six hundred dollars for the mentor for duties as a mentor, to be paid by the state department of education; and
(4) Documentation of the beginning principal internship recorded on the evaluation form currently developed by the local county school district.
(c) Mentors are selected by the county superintendent and must have a minimum of five years of administrative experience as an assistant principal, principal or vocational administrator. Mentors must complete a staff development program approved by the West Virginia department of education prior to their employment as a mentor. The mentor must not be responsible for or a participant in any evaluation or supervision of the beginning principal intern.

Appendix D-13: West Virginia Board of Education Policy 5900 and 5899

Source: http://wvde.state.wv.us/policies/p5900.html

http://wvde.state.wv.us/policies/p5899.pdf

Title 126 Legislative/Procedural Rule
Series 160 **Policy 5900**

Title: Beginning Educator Internship Program

Section 1. General
1.1 Scope: These legislative/interpretive rules establish the guidelines for developing and implementing a beginning educator internship program.
1.2 Authority: WV Code 18-2-6
1.3 Filing Date: June 14,1991
1.4 Effective Date: August 6, 1991
1.5 Repeal of Former Rule: None. This is a replacement policy.

Section 2. Scope
Every person to whom a professional teaching certificate is awarded after the first day of January, on thousand nine hundred ninety-two, shall successfully complete a beginning teacher internship program under the provisions discussed below, except such persons who were awarded a professional teaching certificate on the basis of at least five years teaching experience in another state.

Section 3. Purpose
To provide a continuum of growth from the preservice to the professional teaching level.

Section 4. Monitoring
Monitoring of the program requirements will be conducted via the accreditation system outlined in §18-2-E5.

Section 5. Technical Assistance
Multiple methods of assistance will be provided by the appropriate office/unit within the State Department of Education.

Section 6. Program Requirements

Requirement 1:
A professional support team shall be comprised of the following: 1) the school principal, who shall be the chair of the professional support team, 2) a member of the county professional staff development council, and 3) and experienced classroom teacher at the school who teaches the same or similar subject and grade level as the beginning teacher (if possible), and who shall serve as a mentor for the beginning teacher.

Requirement 2:
An orientation program for the beginning teacher shall be conducted prior to the beginning of the instructional term, but within the employment term, supervised by the mentor teacher.

Requirement 3:
Joint planning periods, when possible, shall be scheduled for the mentor and beginning teacher throughout the school year.

Requirement 4:
When possible, the mentor shall observe the beginning teacher's classroom teaching skills for at least one hour per week during the first half of the school year. Observation time may be reduced at the discretion of the mentor to one hour every two weeks during the second half of the school year.

Requirement 5:
Weekly meetings between the mentor and the beginning teacher shall occur at which the mentor and the beginning teacher discuss the performance of the beginning teacher and any needed improvements. These meetings may be reduced, at the discretion of the mentor, to biweekly meetings during the second half of the school year.

Requirement 6:
Monthly meetings of the professional support team shall occur to discuss the performance of the beginning teacher. These meetings may include all mentor members of all professional support teams a the school if helpful in the judgement of the participants.

Requirement 7:
In-service professional development programs shall be provided through the professional development project of the center for professional development for beginning teachers and for mentors, both of which will be held in the first half of the school year.

Requirement 8:
The mentor teacher shall be released from regular duties, as agreed to by the principal and the mentor teacher, and a yearly stipend of at least six hundred dollars for the mentor teacher for duties as a mentor teacher.

Requirement 9:
A final evaluation of the performance of the beginning teacher shall be completed by the principal on a form developed by the state board of education. The final evaluation form shall be submitted by the principal to the county school superintendent and shall include one of the following recommendations:

- Full professional status: A recommendation of full professional status indicates that the beginning teacher has successfully completed the internship program and in the judgement of the principal has demonstrated competence as a professional educator;
- Continuing internship status: A recommendation of continuing internship status indicates that in the judgement of the principal the beginning teacher requires further supervision and further employment in the district should be conditioned upon successful completion of an additional year under a beginning teacher internship program; or

- Discontinue employment: A recommendation to discontinue employment indicates that in the judgement of the principal the beginning teacher has completed two years of employment under supervision in a beginning teacher internship program, has not demonstrated competence as professional educator and will not benefit from further supervised employment in the district.

The provisions of this policy do not operate to guarantee contract renewal or employment of any teacher by the county board of education. (See §18A-2-8.)

Section 7. Effective Date
County policies and programs shall be in effect by August 1, 1991.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 164
BEGINNING PRINCIPAL INTERNSHIPS (5899)

§126-164-1. General.

1.1. Scope. -- This policy establishes a Beginning Principal Internship for every person hired for the first time in a county school system as an assistant principal, principal, or vocational administrator after July 1, 1995.

1.2. Authority. -- Constitution XII, Section 2; W. Va. Code §§18-2-5;18A-3-2d.

1.3. Filing Date. -- August 3, 1995.

1.4. Effective Date. -- September 2, 1995.

§126-164-2. Purpose.

2.1. The purpose of this policy is to assist persons hired for the first time as assistant principals, principals, or vocational administrators with the transition from their previous job assignment to their new role in the local county school district. The policy also creates a mentorship program of experienced principals to assist these new administrators during their first year and establishes guidelines for local county school districts in developing their Beginning Principal Internships.

§126-163-3. Implementation.

3.1. County Board of Education. -- Each county board of education shall implement written administrative procedures based on the guidelines established by this policy.

§126-164-4. Operational Definitions.

4.1. Beginning Principal Interns are those persons hired for the first time in West Virginia for a county school system as an assistant principal, principal, or vocational administrator after July 1, 1995.

4.2. Beginning Principal Mentors are persons who have a minimum of five years of administrative experience as an assistant principal, principal, and/or vocational administrator, who were selected by the county superintendent, and who completed a staff development program approved by the West Virginia Department of Education prior to their employment as a mentor.

4.3. Orientation Programs afford a beginning principal intern the opportunity to become acquainted with the county school district and pertinent information relevant to the beginning principal's job. They are conducted prior to the beginning of the instructional term but within the employment term. They are developed by the county school system. If a beginning principal is hired during the instructional term, the orientation program shall be conducted during the instructional term.

4.4. Meetings are an integral part of the Beginning Principal and Mentor relationship. No less than three regular meetings per semester during the school year between the mentor and beginning principal are required.

4.5. Topics for Meetings should be developed jointly by the mentor and intern. Topics for each meeting must include, but are not limited to, the following: evaluation of personnel, budgeting, scheduling, instructional leadership, discipline, public relations, and conferencing skills.

4.6. Documentation of the Beginning Principal Internships should be included in the completion of the requirements of Policy 5310 - Performance Evaluations of School Personnel,

Sections 15-18. Beginning Principal Intern Mentors must not be responsible for, or participate in, any evaluation or supervision of the beginning principal intern.

4.7. Stipends of $600.00 will be made annually to each local county school district by the West Virginia Department of Education to cover the cost of employing Beginning Principal Intern Mentors for each beginning principal. Counties or Regional Educational Service Agencies may fund their own programs for Beginning Principal Internships extended beyond the first year, for beginning principals who have already completed a Beginning Principal Internship in another local county school district in West Virginia, or for county central office personnel.

§126-164-5. Guidelines.

5.1. Each county board of education's written procedures for the implementation of the beginning principal internships must include, but are not limited to the following.

5.1.1. A program overview that establishes a rationale for the Beginning Principal Internship Program.

5.1.2. A definition of a Beginning Principal Intern and a Beginning Principal Mentor that includes the minimum definitions contained in the policy.

5.1.3. Selection criteria for mentors that include the minimum requirements contained in the policy that the mentor is selected by the superintendent, has a minimum of five years of administrative experience as an assistant principal, principal, and/or vocational administrator; and is not responsible for, or a participant in, any evaluation or supervision of the beginning principal intern; and has completed an approved state department of education training program. Beginning Principal Mentors must be hired in a manner that is consistent with the local county's employment procedures.

5.1.4. An outline of the content of the Orientation Program to be conducted prior to the beginning of the instructional term but within the employment term. Topics for the orientation program must include but are not to be limited to the following: information about the county and the county school district; federal, state, and local policy information relevant to the beginning principal's job; and personnel information (eg. appropriate forms and procedures).

5.1.5. Criteria for scheduling meetings between the mentor and intern.

5.1.6. County specific information to assist the beginning principal mentor's discussion of the following meeting topics with the intern: evaluation of personnel, budgeting, scheduling, instructional leadership, discipline, public relations, and conferencing skills.

5.1.7. The procedure for documentation of the Beginning Principal Internship in the context of the county's procedures for Policy 5310 - Performance Evaluations of School Personnel, Sections 15-18.

5.1.8. Method of payment of the $600.00 stipend.

Appendix D-14

Source: http://law.justia.com/westvirginia/codes/18a/wvc18a-3-3.html

§18A-3-3. Renewal of certificates; permanent certification.

Until the person qualifies for a permanent certificate, any professional or first class certificate based upon a bachelor's degree shall be renewable provided the holder: (1) Files application on a prescribed form with the state department of education; (2) presents an official transcript of six semester hours of approved credit, as may be prescribed by the state board: *Provided,* That such renewal is completed after the beginning of the period of validity of the certificate to be renewed and within the five-year period immediately preceding the date of application for renewal; (3) successfully completes a beginning teacher internship program, if applicable; and (4) submits a recommendation based on successful teaching experience from the county superintendent of schools of the county in which the holder last taught or resides.

The holder of a professional certificate, valid for five years, shall have the certificate made permanent upon meeting either of the following requirements: (1) Completion of the second renewal, in accordance with the provisions set forth in (2) above; (2) after five years of service in the public schools, presentation of a transcript showing the completion of requirements for a master's degree from an institution of higher education accredited to offer the master's degree and in a program relevant to the public school program or completes the fifth year of training leading to a bachelor's degree in library science from a school fully approved by the American library association. In either event the person must file application on a prescribed form with the state department of education and must submit a recommendation from the county superintendent of schools of the county in which the person last taught or resides.

All certificates and permits, other than the professional certificate, shall be renewed in accordance with state board regulations.

If the applicant seeking renewal has cause to believe that the county superintendent refuses to give a recommendation without just cause, the applicant shall have the right, in such case, to appeal to the state superintendent of schools whose responsibility it shall be to investigate the matter and issue a certificate if, in the opinion of the state superintendent, the county superintendent's recommendation was withheld arbitrarily.

A person who has reached the age of sixty and holds a renewable certificate, as provided in this section, need not present renewal credit but shall meet all other renewal requirements.

Appendix D-15

Source: http://law.justia.com/westvirginia/codes/18a/wvc18a-2-12.html

§18A-2-12. Performance evaluations of school personnel; professional personnel evaluation process.

(a) The state board shall adopt a written system for the evaluation of the employment performance of personnel, which system shall be applied uniformly by county boards of education in the evaluation of the employment performance of personnel employed by the board.
(b) The system adopted by the state board for evaluating the employment performance of professional personnel shall be in accordance with the provisions of this section.
(c) For purposes of this section, "professional personnel", "professional" or "professionals", means professional personnel as defined in section one, article one of this chapter.
(d) In developing the professional personnel performance evaluation system, and amendments thereto, the state board shall consult with the Center for Professional Development created in article three-a of this chapter. The center shall participate actively with the state board in developing written standards for evaluation which clearly specify satisfactory performance and the criteria to be used to determine whether the performance of each professional meets such standards.
(e) The performance evaluation system shall contain, but shall not be limited to, the following information:
(1) The professional personnel positions to be evaluated, whether they be teachers, substitute teachers, administrators, principals or others;
(2) The frequency and duration of the evaluations, which shall be on a regular basis and of such frequency and duration as to insure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn: *Provided*, That for school personnel with five or more years of experience, who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless the principal determines an evaluation for a particular school employee is needed more frequently: *Provided, however,* That for classroom teachers with five or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the principal determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals;
(3) The evaluation shall serve the following purposes:
(A) Serve as a basis for the improvement of the performance of the personnel in their assigned duties;
(B) Provide an indicator of satisfactory performance for individual professionals;
(C) Serve as documentation for a dismissal on the grounds of unsatisfactory performance; and
(D) Serve as a basis for programs to increase the professional growth and development of professional personnel;

(4) The standards for satisfactory performance for professional personnel and the criteria to be used to determine whether the performance of each professional meets such standards and other criteria for evaluation for each professional position evaluated. Effective the first day of July, two thousand three and thereafter, professional personnel, as appropriate, shall demonstrate competency in the knowledge and implementation of the technology standards adopted by the state board. If a professional fails to demonstrate competency, in the knowledge and implementation of these standards, he or she will be subject to an improvement plan to correct the deficiencies; and
(5) Provisions for a written improvement plan, which shall be specific as to what improvements, if any, are needed in the performance of the professional and shall clearly set forth recommendations for improvements, including recommendations for additional education and training during the professional's recertification process.
(f) A professional whose performance is considered to be unsatisfactory shall be given notice of deficiencies. A remediation plan to correct deficiencies shall be developed by the employing county board of education and the professional. The professional shall be given a reasonable period of time for remediation of the deficiencies and shall receive a statement of the resources and assistance available for the purposes of correcting the deficiencies.
(g) No person may evaluate professional personnel for the purposes of this section unless the person has an administrative certificate issued by the state superintendent and has successfully completed education and training in evaluation skills through the center for professional development, or equivalent education training approved by the state board, which will enable the person to make fair, professional, and credible evaluations of the personnel whom the person is responsible for evaluating. After the first day of July, one thousand nine hundred ninety-four, no person may be issued an administrative certificate or have an administrative certificate renewed unless the state board determines that the person has successfully completed education and training in evaluation skills through the center for professional development, or equivalent education and training approved by the state board.
(h) Any professional whose performance evaluation includes a written improvement plan shall be given an opportunity to improve his or her performance through the implementation of the plan. If the next performance evaluation shows that the professional is now performing satisfactorily, no further action may be taken concerning the original performance evaluation. If the evaluation shows that the professional is still not performing satisfactorily, the evaluator either shall make additional recommendations for improvement or may recommend the dismissal of the professional in accordance with the provisions of section eight of this article.
(i) Lesson plans are intended to serve as a daily guide for teachers and substitutes for the orderly presentation of the curriculum. Lesson plans may not be used as a substitute for observations by an administrator in the performance evaluation process. A classroom teacher, as defined in section one, article one of this chapter, may not be required to post his or her lesson plans on the internet or otherwise make them available to students and parents or to include in his or her lesson plans any of the following:
(1) Teach and re-teach strategies;
(2) Write to learn activities;
(3) Cultural diversity;

(4) Color coding; or
(5) Any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction; and
(j) The Legislature finds that classroom teachers must be free of unnecessary paper work so that they can focus their time on instruction. Therefore, classroom teachers may not be required to keep records or logs of routine contacts with parents or guardians.
(k) Nothing in this section may be construed to prohibit classroom teachers from voluntarily posting material on the internet.

Appendix D-16

DRAFT – 9/5/08

West Virginia Board of Education Educator Advancement Program

The West Virginia Board of Education (WVBE) Educator Advancement Program will recognize in educators for expanding their professional skills by providing a monetary incentive (stipend) and the opportunity to advance professionally without leaving the classroom. To be eligible for an incentive the educator must—

- complete professional development (PD) approved by the WVBE; AND
- design 21st century instructional lessons/units that reflect the PD, and that meet the criteria outlined in a WVBE-approved peer review process; AND
- successfully implement the 21st century instructional lessons/units according to criteria outlined in a WVBE-approved peer review process.

The monetary incentive will be awarded upon successful completion of the program requirements and may be applied for annually according to program guidelines. These program guidelines will be discussed/revised by a statewide task force comprised of education stakeholders who will meet September 22, 2008. Guidelines may include, but not be limited to—

- This is not a "pay-for-performance" program linked to standardized test scores.
- The National Board certification process is the "gold standard" incentive model. The Educator Advancement Program can help prepare educators to begin the National Board Certification process.
- The WVBE/WVDE will establish criteria to identify annually priority high quality professional development offerings that qualify for Educator Advancement Program
- The incentive may be awarded annually, but the process of completing and implementing PD must be repeated each year.
- Educators will not be eligible for an incentive for completing/implementing PD for which they have already received compensation (e.g., PD completed to fulfill the 18 hours of PD designated in the school calendar or PD for which stipends, laptops or other incentives have already been received may not be used for this purpose.)
- At a minimum, instructional units must be standards based, as defined in detailed guidelines, and goals identified in the school/county strategic plan should be evident in the PD implementation.
- Counties are strongly encouraged to match or supplement the incentive award with federal dollars earmarked for teacher quality.

Educators who wish to participate in the Educator Advancement Program must enroll in WVBE-approved PD that will result in the Educator 21 advanced credential outlined in WVBE Policy 5202 (or already hold/be eligible for, the Educator 21 credential.) There are two phases of the program:

In **Phase I** of the program, a $1000 incentive may be awarded to an educator who--

- completes a state-approved PD offering and designs an instructional unit that reflects the learning from the PD; AND
- receives approval that the instructional unit meets the criteria of a WVBE-approved local peer review process; AND
- implements the instructional unit and receives approval that the implementation of the instructional unit meets the criteria of a WVBE-approved local peer review process.
- (The educator who completes Phase I may apply for the Educator 21 advanced credential to be added to his/her teaching certificate.)

Maximum potential annual cost of the program for Phase I:
$1000 X 24,000 educators = $24,000,000

In **Phase II** of the Educator Advancement Program, a $1500 incentive may be awarded to an educator who:

- completes Phase I of the Educator Advancement Program and has received/already holds the Educator 21 credential; AND
- enrolls in the National Board for Professional Teaching Standards "Take One" program; AND
- joins a professional learning community and shares what s/he has learned with other educators; AND
- provides training or online course facilitation to other educators

Maximum potential annual cost of the program for Phase II:
$1500 X 24,000 * = $36,000,000

(It is anticipated that fewer educators may complete Phase II, thus the potential cost for Phase II may be reduced.)*

(Educators who have completed Phases I and II and have been awarded incentives for each may apply in subsequent years, repeating Phases I and II with different WVDE-approved PD offerings.)

Appendix D-17

D(3)(i). Key goals, activities, rationale, timeline, and party responsible for ensuring equitable distribution of effective teachers and principals in high-poverty and/or high-minority schools.[1]

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
1. Revise Code §8A-4-5a for teacher differential pay in high-poverty and/or high-minority schools.	With this revision of code, county boards of education will have the authority to implement salary incentives for highly effective teachers to teach students in schools deemed high-poverty and/or high-minority schools or in a documented area of shortage.	Year 1: 2010–11	West Virginia Department of Education (WVDE) and Division of Educator Quality and System Support
2. Remove teacher salary caps for teachers in high-poverty and/or high-minority schools.	Included in new legislation for teacher (§18A-4-5a) differential pay, We will also revise the legislation to addresses the obstacles a teacher may face through salary caps as they consider transferring to a high-need school.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
3. Develop pilot programs for high-poverty and/or high-minority schools.	To assure that these policies are effective, West Virginia will develop pilot programs in three districts to examine the variation of inequities that exist in the state and the respective solutions to those inequities. We recognize that there are a variety of reasons for inequitable distribution in our state. Current inequities are due to four primary factors (1) the remote geographic locations of schools, (2) the depressed economic conditions of school communities, (3) fast-growing regions that experience large vacancies from sheer growth of the student population, and (4) competition with bordering states with higher salary schedules. Recognizing these differences, we aim to create pilots in each of these four contexts to better examine what incentives can ameliorate the inequities therein. Within these pilots we will provide funding for incentives, professional development for program officers, and administration around equitable distribution and the contexts driving inequities, and technical support for these districts as they develop equity plans that address equitable distribution in their locales. These pilots will not only address inequity in our highest-need schools, they will also contribute to our collective understanding as a state.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support

4. Implement pilot programs for high-poverty and/or high-minority schools.	Implement pilot programs—As noted earlier, West Virginia will assure that these policies are effective with pilot programs in three districts to examine the variation of inequities that exist in the state and the respective solutions to those inequities.	Year 2: 2011–12	WVDE and Division of Educator Quality and System Support
5. Pilot Incentive Option #1—Salary Incentives for Highly Effective Principals	Provide pilot districts with funding to implement this strategy where financial incentives are justified. Currently state law allows counties and districts to alter principal pay such that incentives could be offered to incent principals to lead high-poverty and/or high-minority schools. Our professional development plan for pilots will address this issue.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
6. Pilot Incentive Option #2—Salary Incentives for Highly Effective Teachers	Provide pilot districts with funding to implement this strategy when financial incentives are justified. Once the revision to West Virgina code is implemented, districts can use salary incentives to motivate teachers to teach in high-poverty and/or high-minority schools. Our professional development plan for pilots will address this issue.		WVDE and Division of Educator Quality and System Support
7. Pilot Incentive Option #2—Increased Incentives for NBPTS Certification	Provide funding for pilot districts to increase the NBPTS certification salary supplement for teachers from $3,500 to $6,500 using funding from the RTTT Equitable Distribution Pilot Program. This incentive will create a stronger incentive for teachers in high-need schools to complete NBPTS certification.	Year 1: 2010–11	

8. Develop alternative certification programs for principals in high-minority and/or high-poverty schools.	Noting the looming vacancies within school leadership and the anticipated turnaround in school leadership in some struggling schools (Code §18-2E-5), the West Virginia Board of Education has approved a new legislation proposal that would allow qualified teachers to earn principal licensure to lead a high-need school through a performance-based alternative certification program delivered by a non-IHE institution and aligned with new leader standards. This legislation is currently awaiting consideration by West Virginia House and Senate education committees. (See Appendix D-2 §18A-3-1a. revised.) When approved, The WVDE will develop multiple alternative certification programs for educational leaders: a) Alternative Certification for School Leaders based on the National Board Certification for Education Leaders—This program will assist teacher leaders as they develop the skills and knowledge required to lead struggling schools. Based on the National Board Certification for Education Leaders, this alternative certification program will train teacher leaders to meet the advanced standards for the profession and certifies them to lead a school. This pilot will be modeled after the Take One! model used by the National Board for implementing programs that provide a standards-based approach for improving teaching practice and links student learning to effective instruction.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support

	b) Alternative Certification for Aspiring Leaders in Struggling Schools—This program will assist teacher leaders and individuals from other fields as they develop the skills and knowledge required to lead struggling schools. Based on the New Leader Standards and the Principal Leadership Institute, this residency program will feature on-line support and recruit participants from both local persons living in hard-to-staff school communities (a "grow your own approach") and a volunteer mentoring program called SEEDS (Student Educational and Economic Development Success) that will partner participants with a public school principal and a seasoned business leader with the team purpose focused on turning around a struggling school. Together, the team will design and introduce unique solutions, including simple tools like time management, goal setting, incentives, and measurement of performance that will produce better results for that school and its students. Focused specifically on teachers who have earned a master's degree in education, this program would address the growing need to have effective leaders in our struggling schools.		
9. Request additional dollars from the state legislature for future alternative certification programs that target high-poverty and/or high-minority schools.	Using data from successful Transition to Teaching, the WVDE will request additional funding from the legislature for future alternative certification programs that target high-poverty and/or high-minority schools.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
10. Seek additional funding from the West Virginia legislature for principal alternative certification.	Use the SLDS data to illustrate to the legislature how principals with alternative certification are effective in struggling schools and propose revision to seniority rules.	Years 1 and 2: 2010–11; 2011–12	WVDE and Division of Educator Quality and System Support
11. Use teacher and principal effectiveness data to inform reports on equitable distribution in high-minority and high-poverty schools.	To better inform our equitable distribution plans, we anticipate linking the newly developed teacher and principal effectiveness data with data on school poverty and minority indices. By doing so, we will have a more rigorous measure to assess inequity within our schools.	Year 2: 2011–12	WVDE and Division of Educator Quality and System Support

12. Use data and personnel record to identify and reduce inequities.[1]	Using our current data systems, West Virginia will identify and reduce inequities in districts. The database will be used to help pilot LEAs figure out how to fill shortage areas.	Year 2–3: 2012–13	WVDE and Division of Educator Quality and System Support
13. Evaluate pilot programs	Through the pilot process we will collect and analyze detailed information connected specifically to policies designed to affect the distribution of teachers. Our evaluations will examine which initiatives help reduce inequitable distribution of teachers, which initiatives help reduce the inequitable distribution of leaders, and which incentives are effective in particular contexts. Over time, the pilot evaluations will inform our state policy, which in turn will be evaluated again for cost-effectiveness in the reduction of inequitable distribution. We will examine the specifics of the policies themselves, such as the type, amount, and eligibility requirements of incentives.	Years 1 and 2: 2010–11 and 2011–12	WVDE; Evaluation will be conducted by a consultant hired by the WVDE Division of Educator Quality and System Support
14. Use the State Longitudinal Data System and the Teacher E-Portfolio System to identify and reduce inequities. See Data Systems Plan.	The State Longitudinal Data System and the Teacher E-Portfolio System will contain additional information that will help the state make sound decisions about the teacher and principal distribution inequities in the state. With data from the SLDS, we will develop more rigorous analyses of shortage areas, high-minority, high-poverty subject areas. These analyses will be used to generate reports for regions and districts that we will use to train regions and districts as they develop local equity plans and consider the strategic use of incentives.	Year 4–5:	WVDE and Division of Educator Quality and System Support

[1] Please note that in the few instances where programs are not specifically paid for by Race to the Top funds, SEA and LEA funds will be leveraged to address this need.

WEST VIRGINIA CODE

§18A-4-5a. County salary supplements for teachers.

County boards of education in fixing the salaries of teachers shall use at least the state minimum salaries established under the provisions of this article. The board may establish salary schedules which shall be in excess of the state minimums fixed by this article, such county schedules to be uniform throughout the county as to the classification of training, experience, responsibility and other requirements.

Counties may fix higher salaries for teachers and principals placed in special instructional/supervisory assignments, such as placement in a documented area of shortage and/or high-poverty and/or high-minority areas, or for those assigned to or employed for duties other than regular instructional duties, and for teachers of one-teacher schools, and they may provide additional compensation for any teacher assigned duties in addition to the teacher's regular instructional duties wherein such noninstructional duties are not a part of the scheduled hours of the regular school day. Uniformity also shall apply to such additional salary increments or compensation for all persons performing like assignments and duties within the county: **Provided,** That in establishing such local salary schedules, no county shall reduce local funds allocated for salaries in effect on the first day of January, one thousand nine hundred ninety, and used in supplementing the state minimum salaries as provided for in this article, unless forced to do so by defeat of a special levy, or a loss in assessed values or events over which it has no control and for which the county board has received approval from the state board prior to making such reduction.

Counties may provide, in a uniform manner, benefits for teachers which require an appropriation from local funds including, but not limited to, dental, optical, health and income protection insurance, vacation time and retirement plans excluding the state teachers retirement system. Nothing herein shall prohibit the maintenance nor result in the reduction of any benefits in effect on the first day of January, one thousand nine hundred eighty-four, by any county board of education.

Proposed revision to §18A-4-5a. County salary supplements for teachers

Appendix D-18

D(3)(ii). Key goals, activities, rationale, timeline, and party responsible for ensuring equitable distribution of effective teachers in hard-to-staff subjects, language instruction educational programs, and any other areas identified by the state or LEA.[1]

Key Goals	Key Activities and Rational	Timeline	Party Responsible
1. Revise Code §18A-4-5a for teacher differential pay in critical shortage areas.	With this revision of code, county boards of education will have the authority to implement salary incentives for highly effective teachers to teach students in schools deemed high-poverty and/or high-minority schools or in a documented area of shortage.	Year 1: 2010–11	West Virginia Department of Education (WVDE) and Division of Educator Quality and System Support
2. Develop pilot programs for critical shortage areas.	To assure that these policies are effective, West Virginia will develop pilot programs in three districts to examine the variation of inequities that exist in the state and the respective solutions to those inequities. We recognize that there are a variety of reasons for inequitable distribution in our state. Current inequities are due to four primary factors: (1) the remote geographic locations of schools, (2) the depressed economic conditions of school communities, (3) fast-growing regions that experience large vacancies due to sheer growth of the student population, and (4) competition with bordering states with higher salary schedules. Recognizing these differences, we aim to create pilots in each of these four contexts to better examine what incentives can ameliorate the inequities therein. Within these pilots, we will provide funding for incentives, professional development for program officers and administration on equitable distribution and the contexts driving inequities, and technical support for these districts as they develop equity plans that address equitable distribution in their locales. These pilots will not only address inequity in our highest need schools, they will also contribute to our collective understanding as a state.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
3. Pilot Incentive Option #1—Salary Incentives for Highly Effective Teachers	Provide pilot districts with funding to implement this strategy where financial incentives are justified. Once the revision to West Virginia Code is implemented, districts can use salary incentives to motivate teachers to teach in high-poverty and/or high-minority schools. Our professional development plan for pilots will address this issue.		

Key Goals	Key Activities and Rational	Timeline	Party Responsible
4. Pilot Incentive Option #2—Increased Incentives for NBPTS Certification	Provide funding for pilot districts to increase the NBPTS certification salary supplement for teachers from $3,500 to $6,500 using funding from the RTTT Equitable Distribution Pilot Program. This incentive will create a stronger incentive for teachers in high-need schools to complete NBPTS certification.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
5. Develop STEM alternative routes.	West Virginia will provide additional alternative routes to certification for recent college graduates with bachelor's degrees in science, technology, engineering, and mathematics to fill vacant teaching positions in the public school system. The alternative route to certification will include minimal academic coursework and the support of an experienced mentor teacher. In return for three years of service, student loans for these individuals will be eliminated (up to $25,000), and the individual will be issued a Professional Teaching Certificate, provided the individual meets all requirements. Funding targets eight teachers per year.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
6. TTT Scale Up—Scale up the Transition to Teaching Program for STEM, world languages, and special education.	By scaling up the TTT program, we will train an additional 120 teachers through alternative routes. In addition to general support, participants will earn a $4,000 stipend. As noted above, the Transition-to-Teaching Project aims to recruit and train 120 mid-career professionals and recent college graduates to teach high-need subject areas in the three years of its funding cycle. West Virginia anticipates reapplying for federal Transition to Teaching funds again in early 2010; if funds are not awarded, Race to the Top funds would be applied to expand this program and increase the number of certificated teachers to 240. High-need subject areas are STEM disciplines, world languages, and special education. All participants get on-the-job coaching and support.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support

Key Goals	Key Activities and Rational	Timeline	Party Responsible
7. Scale up professional development for existing teachers to earn certification through math and science partnerships. Align to other places.	West Virginia currently offers three professional development programs for teachers to bolster their levels of effectiveness in STEM disciplines. The three are "Resolve to Education Aspiring Chemistry Teachers with 21st Century Tools" (Project REACT), which trains existing science teachers to teach chemistry; Connecting Mathematics through Innovation and Integration (Project CMII), which offers mathematics and science certification for existing teachers as they train to teach these subjects; and Infusing Technology, which trains existing teachers to infuse technology into classroom instruction to engage students in critical thinking, reasoning, and problem-solving skills.	Year 1: 2010–11	WVDE and Division of Educator Quality and System Support
8. Use data and personnel record to identify and reduce inequities.	Using our current data systems, West Virginia will identify and reduce inequities in districts. The database will be used to help pilot LEAs figure out how to fill shortage areas.	Years 1 and 2: 2010–11; 2011–12	WVDE and Division of Educator Quality and System Support
9. Implement pilot programs for critical shortage areas.	As noted above, West Virginia will ensure that these policies are effective with pilot programs in three districts to examine the variation of inequities in the state and the respective solutions to those inequities.	Year 2: 2011–12	WVDE and Division of Educator Quality and System Support
10. Use the State Longitudinal Data System and the Teacher E-Portfolio System to identify and reduce inequities.	The State Longitudinal Data System and the Teacher E-Portfolio System will contain additional information that will help the state make sound decisions about the state's inequities in teacher distribution. With data from the State Longitudinal Data System and the Teacher E-Portfolio System, we will develop more rigorous analyses of shortage areas, high-minority, high-poverty subject areas. These analyses will be used to generate reports for regions and districts that we will use to train pilot LEAs as they develop local equity plans and consider the strategic use of incentives.	Year 2: 2011–12	WVDE and Division of Educator Quality and System Support

Key Goals	Key Activities and Rational	Timeline	Party Responsible
11. Evaluation of Pilot Programs	Through the pilot process, we will collect and analyze detailed information connected specifically to policies designed to affect the distribution of teachers. Our evaluations will examine which initiatives help reduce inequitable distribution of teachers, which initiatives help reduce the inequitable distribution of leaders, and which incentives are effective in particular contexts. Over time, the pilot evaluations will inform our state policy, which in turn will be evaluated again for cost-effectiveness in the reduction of inequitable distribution. We will examine the specifics of the policies themselves, such as the type, amount, and eligibility requirements of incentives.	Years 1 and 2: 2010–11 and 2011–12	WVDE Evaluation will be conducted by a consultant hired by the WVDE Division of Educator Quality and System Support
12. Use the State Longitudinal Data System and the Teacher E-Portfolio to inform reports on equitable distribution in hard-to-staff schools.	To better inform state equitable distribution plans, we anticipate linking the newly developed teacher effectiveness data with data on school poverty and minority indices. By doing so, we will have a more rigorous measure to assess inequity within our schools.	Year 4: 2013–14	WVDE and Division of Educator Quality and System Support

[1]Please note that in the few instances where programs are not specifically paid for by Race to the Top funds, SEA and LEA funds will be leveraged to address this need.

Appendix D-19

D(5)(i). Goals, key activities, rationale, timeline, and responsible parties for providing effective support to teachers and principals.

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
1. Train regional CAN Cohort I in the revised Teacher/Leader standards.	Train Regional CAN Cohort I in the revised teacher leader standards and develop plans to facilitate dissemination of the standards to districts and schools.	Year 1	West Virginia Department of Education (WVDE) and Division of Educator Quality and System Support
2. Capacity Building—Train regional CAN Cohort II in basic PLC processes and structure.	Train Regional CAN Cohort II with intensive professional development throughout the year about the structures, supports, and processes that will enable PLCs to be effective in schools as they engaged in a PLC themselves.	Year 1	WVDE and Division of Educator Quality and System Support
3. Provide training and support for addressing the revised teacher leader standards.	Regional CAN (Collaborative Action Network as described in Section B(3)) Cohort I will work extensively within each district to communicate the new teacher leader standards. Three primary vehicles will be used to disseminate information about the revised teacher standards: (1) regional meetings, (2) Webcasts/webinars, and (3) liaison meetings that convene a student growth/educator performance assessment liaison (yet to be determined) from every district who stays informed about the developments at the state-level and communicates information back to the districts.	Year 1	WVDE and Division of Educator Quality and System Support
4. Evaluate CAN training and support for addressing the revised teacher leader standards.	The CAN network will review evaluations of their training sessions with districts to realign efforts to better target the needs of teachers and leaders within the districts.	Ongoing through Year 1	WVDE and Division of Educator Quality and System Support

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
5. Train and support pilot districts in Equitable Distribution Pilot Program.	To ensure that our equitable distribution policies (noted in (D)(3)) are effective, West Virginia will develop pilot programs in three districts to examine the variation of inequities that exist in the state and the respective solutions to those inequities. Districts will be trained and supported by CAN Cohort 1 to better recognize the variety of reasons for inequitable distribution in our state, analyze data to identify likely factors for inequitable distribution in their district context, and develop local equity plans to incentivize teachers and principals to work in high-minority, high-poverty, or critical-shortage schools and areas. Districts will be offered information about the variety of incentive structures that are available. Current inequities are due to four primary factors: (1) the remote geographic locations of schools, (2) the depressed economic conditions of school communities, (3) fast-growing regions that experience large vacancies due to sheer growth of the student population, and (4) competition with bordering states with higher salary schedules. Recognizing these differences, we aim to create pilots in each of these four contexts to better examine what incentives can ameliorate the inequities therein. Within these pilots, we will provide funding for incentives, professional development for program officers and administration on equitable distribution and the contexts driving inequities, and technical support for these districts as they develop equity plans that address equitable distribution in their locales. These pilots will not only address inequity in our highest-need schools, they will also contribute to our collective understanding as a state. Evaluation of these efforts is noted in (D)(3).	Year 1	WVDE and Division of Educator Quality and System Support
6. Provide training and support for implementing the new teacher and principal performance assessment system—Progressive Scale Up Cohort I.	Regional CAN Cohorts I and II will work extensively with Progressive Scale Up Cohort I as they implement the revised teacher and principal performance-assessment systems in twenty-seven pilot districts across the state. Support will focus on gathering, analyzing, and using data to inform instruction, designing instructional strategies for improvement, differentiating instruction, and creating school environments supportive of data-informed decisions. Three primary vehicles will be used to build collaboration and knowledge on evaluation systems: (1) regional meetings, 2) Webcasts/webinars, and (3) liaison meetings that convene a student growth/educator performance assessment liaison (yet to be determined) from every district who stays informed about the developments at the state-level and communicates information back to the districts.	Year 2	WVDE and Division of Educator Quality and System Support

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
7. Provide evaluation of training and support for implementing the new teacher and principal performance assessment system.	An annual systematic evaluation of professional development efforts will examine yearly outcomes and specifically identify problems with the training and support offered at state, regional, district, and school levels. Initially data from the current longitudinal dataset on school adequate yearly progress (AYP), graduation rates, and attendance, and our initial measures of student growth will be used to assess which schools need additional support. Evaluation efforts will use E-Portfolio data when it becomes available.	On-going through Year 2	WVDE and Division of Educator Quality and System Support
8. Continue to provide training and support for implementing the new teacher and principal performance assessment system—Cohort I	Regional CAN Cohorts I and II will work extensively with Progressive Scale Up Cohort I as they implement the revised teacher and principal performance-assessment systems in twenty-seven pilot districts across the state. Support will focus on gathering, analyzing, and using data to inform instruction, designing instructional strategies for improvement, differentiating instruction, and creating school environments supportive of data-informed decisions. Three primary vehicles will be used to build collaboration and knowledge on evaluation systems: (1) regional meetings, 2) Webcasts/webinars, and (3) liaison meetings that convene a student growth/educator performance assessment liaison (yet to be determined) from every district who stays informed about the developments at the state-level and communicates information back to the districts.	Year 3	WVDE and Division of Educator Quality and System Support

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
9. Provide training and support for implementing the new teacher and principal performance assessment system—Progressive Scale Up Cohort I	West Virginia will rely on a statewide network of PLCs, including electronic PLCs (dynamic, interactive interface for participants/stakeholders to learn and implement), for communicating and continuing to offer support for this work. In order to secure benefits for the quality of teaching and learning, Regional CAN Cohorts I and II will work extensively with Progressive Scale Up Cohort II as they begin to implement the revised teacher and principal performance-assessment systems in twenty-seven pilot districts across the state. Support will focus on gathering, analyzing, and using data to inform instruction, designing instructional strategies for improvement, differentiating instruction, and creating school environments supportive of data-informed decisions. Three primary vehicles will be used to build collaboration and knowledge on evaluation systems: (1) regional meetings, 2) Webcasts/webinars, and (3) liaison meetings that convene a student growth/educator performance assessment liaison (yet to be determined) from every district who stays informed about the developments at the state-level and communicates information back to the districts.	Year 3	WVDE and Division of Educator Quality and System Support
10. Provide evaluation of training and support for implementing the new teacher and principal performance assessment system—	The development of more refined data through the E-Portfolio System will help all education leaders make better informed decisions about professional development and support. Using the E-Portfolio System, West Virginia will be able to examine and pinpoint school-level effectiveness to adjust the type and intensity of professional development offerings. As noted in (C)(2), the Teacher E-Portfolio System will provide teachers, administrators, and district, regional, and state decision-makers with rapid-time data to provide teachers and leaders immediate support to help them achieve the status of highly effective and ensure they stay highly effective. The state will use the Teacher E-Portfolio System to examine teacher and principal evaluation data with professional development data and measure, evaluate, and continuously improve the effectiveness of supports to improve student achievement.	Ongoing Years 3 and 4	WVDE and Division of Educator Quality and System Support

Key Goals	Key Activities and Rationale	Timeline	Party Responsible
11. Continue to provide training and support for implementing the new teacher and principal performance assessment system—Cohort II	Regional CAN Cohorts I and II will work extensively with Progressive Scale Up Cohort II as they implement the revised teacher and principal performance-assessment systems in twenty-seven pilot districts across the state. Support will focus on designing instruction to meet the specific needs of high-need populations and aligning systems and removing barriers to effective implementation practices so as to improve student learning outcomes. Three primary vehicles will be used to build collaboration and knowledge on evaluation systems: (1) regional meetings, 2) Webcasts/webinars, and (3) liaison meetings that convene a student growth/educator performance assessment liaison (yet to be determined) from every district who stays informed about the developments at the state-level and communicates information back to the districts.	Year 4	WVDE and Division of Educator Quality and System Support
12. Use the Teacher E-Portfolio System to improve instruction.	Regional CAN will train all cohorts to use the Teacher E-Portfolio System to drive instruction.	Year 4	WVDE and Division of Educator Quality and System Support
13. Use Teacher E-Portfolio System to inform professional development decisions.	Use state longitudinal data system to track professional development engagement by educators and analyze the relationship between professional development and student achievement and its effectiveness so as to inform future professional development offerings.	Year 4	WVDE and Division of Educator Quality and System Support

Appendix E-1: Principle 4 from the WV Accountability Workbook

Source: http://oepa.state.wv.us/index.htm

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State makes AYP?

West Virginia currently makes annual determinations of AYP for all public schools and began to include the LEA in the AYP accountability system in 2004. West Virginia Code requires that the West Virginia Department of Education publish a report of school, LEA and state performance annually. West Virginia State Code §18-2E-5 and West Virginia Board of Education Policy 2320 require annual decisions regarding school performance before the beginning of each school year. All required AYP decisions for each public school and LEA are made annually.

Information used for AYP determination includes:

- the proficiency status of each student tested in the state based on the assessment results for the student. (Each student has a total mathematics and a total reading/language arts score and students' proficiency is determined for each test as provided by the testing company contracted to score and report test results.)
- whether each student has completed a full academic year at the school, LEA, or state level as determined by a comparison of the roster of students enrolled by the fifth instructional day of school and who were continuously enrolled through the testing window in May (West Virginia students are continuously enrolled if they have not transferred or dropped out of school. All other situations constitute enrollment.)
- the number of students enrolled for a full academic year determined by comparing the number of continuously enrolled students with the number of tested students
- the percent of students enrolled for a full academic year
- the graduation rate for public high schools as determined by the formula indicated in Section 7.1 with information coming from the current Tenth Month Enrollment Report (June) and prior year dropout reports (by student)
- the attendance rate for public elementary and middle schools as determined by the Tenth Month Attendance register collection
- disaggregated test results, percent tested, graduation rate and attendance rate across the required subgroups

All required subgroups are identified based on subgroup membership indicated in the May enrollment collection. West Virginia notifies schools/LEAs of any subgroup that initially does not meet AYP in one year on any indicator (i.e., reading/language arts, mathematics, participation rate, attendance rate, or graduation rate); however, if that school/LEA successfully meets AYP for that same indicator the following year, that school/LEA is considered to have met the AYP standard and will not be identified for school improvement. This approach will reduce the error of falsely identifying schools in need of improvement.

Each school, LEA and sub-group is required to meet the annual objectives and intermediate goals. Each school and LEA, including all subgroups, is required to meet the 95% assessment participation rate indicator.

West Virginia has established a statewide starting point for the graduation rate indicator (for secondary schools) and the attendance rate indicator (for elementary and middle schools). West Virginia has applied a growth standard to public schools that did not meet or exceed the starting points for graduation or attendance. (See Principle 7.)

Public schools are accountable for all students who have been enrolled in the school for a full academic year. The LEA is accountable for all students who have been enrolled for a full academic year in that LEA. The SEA is accountable for all students who have been enrolled for a full academic year in that state. (See Section 2.2.)

The decision about whether a school has made AYP is currently the responsibility of the Office of Education Performance Audits (OEPA), under the direction of the West Virginia Board of Education. All accountability decisions are based on the information collected by the West Virginia Department of Education through its education information system and database, WVEIS, and from using the following electronic collections:

May Enrollment of Students
Tenth Month Enrollment Report (June)
Total Year Student Registration Record
Assessment Results by Student

Appendix E-2: Excerpts from W. Va. Code §18-2E-5

Source:
http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18&art=2E&section=5#02E

(B) Whenever the state board determines that the quality of education in a school is low performing, the state board shall appoint a team of improvement consultants to make recommendations within sixty days of appointment for correction of the low performance. When the state board approves the recommendations, they shall be communicated to the county board. If progress in correcting the low performance as determined by the state board is not made within six months from the time the county board receives the recommendations, the state board shall place the county board on temporary approval status and provide consultation and assistance to the county board to assist it in the following areas:

C) If the low performance is not corrected by a date certain as set by the state board:

(i) The state board shall appoint a monitor who shall be paid at county expense to cause improvements to be made at the school to bring it to full accreditation status within a reasonable time period as determined by the state board. The monitor's work location shall be at the school and the monitor shall work collaboratively with the principal. The monitor shall, at a minimum, report monthly to the state board on the measures being taken to improve the school's performance and the progress being made. The reports may include requests for additional assistance and recommendations required in the judgment of the monitor to improve the school's performance, including, but not limited to, the need for targeting resources strategically to eliminate deficiencies; Nothing in this subsection shall be construed to allow a change in personnel at the school to improve school performance and progress, except as provided by law;

(iii) If the low performance is not corrected within one year after the appointment of a monitor, the state board may make a determination, in its sole judgment, that continuing a monitor arrangement is not sufficient to correct the low performance and may intervene in the operation of the school to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided. This intervention may include, but is not limited to, establishing instructional programs, taking such direct action as may be necessary to correct the low performance, declaring the position of principal is vacant and assigning a principal for the school who shall serve at the will and pleasure of and, under the sole supervision of, the state board: Provided, That prior to declaring that the position of the principal is vacant, the state board must make a determination that all other resources needed to correct the low performance are present at the school. If the principal who was removed elects not to remain an employee of the county board, then the principal assigned by the state board shall be paid by the county board. If the principal who was removed elects to remain an employee of the county board, then the following procedure applies:

o) Transfers from low-performing schools. -- Whenever a school is determined to be low performing and fails to improve its status within one year, following state intervention in the operation of the school to correct the low performance, any student attending the school may transfer once to the nearest fully accredited school in the county, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

(p) School system approval. -- The state board annually shall review the information submitted for each school system from the system of education performance audits and issue one of the following approval levels to each county board: Full approval, temporary approval, conditional approval or nonapproval.

(4) Nonapproval status shall be given to a county board which fails to submit and gain approval for its electronic county strategic improvement plan or revised electronic county strategic improvement plan within a reasonable time period as defined by the state board or which fails to meet the objectives and time line of its revised electronic county strategic improvement plan or fails to achieve full approval by the date specified in the revised plan.

(A) The state board shall establish and adopt additional standards to identify school systems in which the program may be nonapproved and the state board may issue nonapproval status whenever extraordinary circumstances exist as defined by the state board.

(C) Whenever nonapproval status is given to a school system, the state board shall declare a state of emergency in the school system and shall appoint a team of improvement consultants to make recommendations within sixty days of appointment for correcting the emergency. When the state board approves the recommendations, they shall be communicated to the county board. If progress in correcting the emergency, as determined by the state board, is not made within six months from the time the county board receives the recommendations, the state board shall intervene in the operation of the school system to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided. This intervention may include, but is not limited to, the following:

(I) Delegating to the state superintendent the authority to replace administrators and principals in low performing schools and to transfer them into alternate professional positions within the county at his or her discretion; and

(II) Delegating to the state superintendent the authority to fill positions of administrators and principals with individuals determined by the state superintendent to be the most qualified for the positions. Any authority related to intervention in the operation of a county board granted under this paragraph is not subject to the provisions of article four, chapter eighteen-a of this code;

(q) Notwithstanding any other provision of this section, the state board may intervene immediately in the operation of the county school system with all the powers, duties and responsibilities contained in subsection (p) of this section, if the state board finds the following:

(1) That the conditions precedent to intervention exist as provided in this section; and that delaying intervention for any period of time would not be in the best interests of the students of the county school system; or

(2) That the conditions precedent to intervention exist as provided in this section and that the state board had previously intervened in the operation of the same school system and had concluded that intervention within the preceding five years.

Appendix E-3: Excerpts from West Virginia Board of Education Policy 2320

Source: http://wvde.state.wv.us/policies/p2320.doc

§126-13-10. School Accreditation Status.

d. If the low performance is not corrected within one year after the appointment of a monitor, the West Virginia Board of Education may make a determination, in its sole judgment, that continuing a monitor arrangement is not sufficient to correct the low performance and may intervene in the operation of the school to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided.

§126-13-15. Nonapproval Status. A school system shall be designated as on nonapproval status when one or more of the following conditions exist:

15.5. The West Virginia Board of Education may issue nonapproval status to a county board when extraordinary circumstances exist.

15.6.2. . . . .If progress in correcting the emergency, as determined by the West Virginia Board of Education, is not made within six months of receipt of the recommendations, the West Virginia Board of Education shall intervene in the operation of the school system to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided.

Appendix E-4: Identification of Title I Tier II Schools

West Virginia followed the sequence of steps recommended in the Guidance on School Improvement Grants Under §1003(g) of the ESEA Act of 1965 to identify the Title I Tier II schools.

Step 1: Determine all relevant definitions—*i.e.*, the definition of "secondary school," the definition of a "number of years" for purposes of determining whether a high school has a graduation rate less than 60 percent, and the definition of a "number of years" for purposes of determining "lack of progress" on the State's assessments.

Step 2: Determine the number of schools that make up five percent of schools in each of the relevant sets of schools (*i.e.*, five percent of Title I schools in improvement, corrective action, or restructuring and five percent of the secondary schools that are eligible for, but do not receive, Title I funds); determine whether that number or the number five should be used to determine the lowest-achieving schools in each relevant set of schools, depending on which number is larger.

Step 3: Determine the method for calculating combined English/language arts and mathematics proficiency rates for each school (see A-15).

Step 4: Determine the method for determining "lack of progress" by the "all students" group on the State's assessments (see A-16).

Step 5: Determine the weights to be assigned to academic achievement of the "all students" group and lack of progress on the State's assessments (see A-12).

Step 6: Determine the weights to be assigned to elementary schools and secondary schools (see A-13).

Step 7: Using the process identified in Step 3, rank the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the "all students" group.

Step 8: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) Title I schools in improvement, corrective action, or restructuring.

Step 10: Identify the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

Step 11: Add the high schools identified in Step 10 to the list of schools identified in Step 9.

Step 12: Using the process identified in Step 3, rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the "all students" group.

Step 13: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 12.

Step 14: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) secondary schools that are eligible for, but do not receive, Title I funds.

Step 15: Identify the high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 14.

Step 16: Add the high schools identified in Step 15 to the list of schools identified in Step 14.

Appendix E-5: LEAs Eligible for 1003(g) School Improvement Grants

Title I Districts and Schools Eligible for the 1003(g) School Improvement Grants

Provided below is a list by LEA of each Title I, Part A Tier I, Tier II, and Tier III in the state. The State's Title I, Part A Tier I and Tier II schools are those identified as the persistency lowest achieving schools.

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III
Barbour 5400030	Philippi Elementary 2nd year of improvement-SES	540003000009			√
Berkeley 5400060	Orchard View Intermediate Restructuring 1	540006001122			√
Boone 5400090	Brookview Elementary 2nd year of improvement-SES	540009000880			√
Cabell 5400180	Enslow Middle School 2nd year of improvement-SES **Note:** Among the 5% of the lowest-achieving secondary schools, **but receives Title I funding.**	540018000103			√
Clay 5400240	Clay Middle Restructuring 1	540024000030			√
Doddridge 5400270	Doddridge Elementary 2nd year of improvement-SES	540027001059	√		
Doddridge 5400270	Doddridge Middle Restructuring 2	540027000043			√
Grant 5400360	Petersburg Elementary Restructuring 2	540036000219			√
Kanawha 5400600	Malden Elementary 1st year improvement-SC	540060000416	√		
Kanawha 5400600	Cedar Grove Middle **Note:** Among the lowest-achieving five percent of secondary schools	540060001252		√	
Kanawha 5400600	East Bank Middle **Note:** Among the lowest-achieving five percent of secondary schools	540060000386		√	
Kanawha 5400600	Hayes Middle **Note:** Among the lowest-achieving five percent of secondary schools	540060000402		√	

LEA Name NCES ID#	School Name	NCES ID #	Tier I	Tier II	Tier III
Kanawha 5400600	Stonewall Jackson Middle **Note:** Among the lowest-achieving five percent of secondary schools	540060001442		√	
Kanawha 5400600	Cedar Grove Elementary 1st year improvement-SC	540060001340			√
Lincoln 5400660	West Hamlin Elementary Restructuring 2	540066000502	√		
Lincoln 5400660	Guyan Valley Middle 1st year improvement-SC **Note:** Among the 5% of the lowest-achieving secondary schools, **but receives Title I funding.**	540066001242			√
Mason 5400780	Point Pleasant Intermediate Corrective Action	540078001136			√
Mineral 5400700	Keyser Primary/Middle Restructuring 1	54007001402			√
Monongalia 5400930	Mason Dixon Elementary **(met AYP 08-09)** Holding 1st year improvement-SC	540093000750			√
Monroe 5400960	Mountain View Elem./Middle Restructuring 2	540096001044			√
Nicholas 5401020	Cherry River Elementary 2nd year of improvement-SES	540102001263	√		
Preston 5401170	Kingwood Elementary Mason Dixon Elementary **(met AYP 08-09)** Holding 2nd year improvement-SES	540117000907			√
Randolph 5401260	George Ward Elementary **(met AYP 08-09)** Holding 1st year improvement-SC	540126000998			√
Roane 5401320	Geary Elementary 1st year improvement-SC	540132001305			√
Wood 5401620	Franklin Elementary Restructuring 2	540162000679	√		
Wood 5401620	Jefferson Elementary **(met AYP 08-09)** Holding restructuring 2	540162001157			√
Wood 5401620	Van Devender Middle School Restructuring 2	540162001180			√

According to WV's Accountability Workbook, "For the purpose of determining AYP, West Virginia public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in W.Va. Code §18-9A-3 and W.Va. Code §18-9A-12. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include **grades K-4, but does not contain grade 8 or higher**. A middle school is a school that does not meet the definition of an elementary school and **contains grade 8**, but does not contain grade 12. A high school is any school that **contains grade 12**". WV defines secondary schools as middle and high schools according to the definitions above.

In determining "persistently lowest-achieving schools" for Tier I, West Virginia identified the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, since this number was greater than 5% of the number of schools in improvement, corrective action, or restructuring.

In determining "persistently lowest-achieving schools" for Tier II, West Virginia identified the secondary schools that are eligible for, but do not receive Title I funds, that are among the lowest-achieving 5% of secondary schools, since this number was greater than five. All schools identified for Tier II have a percentage of poverty above the respective district poverty rate and also above 40% poverty. WV has no high schools in the state with a graduation rate graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over a number of years. WV utilized the guidelines from the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965* to identify "persistently lowest-achieving schools" for Tier II. Tier III includes the remaining 18 Title I schools identified for improvement, corrective action, or restructuring.

Appendix E-6: West Virginia Board of Education Policy 6204

Source: http://wvde.state.wv.us/policies/p6204.pdf

§126-176-3. Emergency School Closure.

3.1. The State Superintendent of Schools may make a declaration that there is a need for an emergency school closure.
3.2. Once the State Superintendent has declared a need for an emergency school closure, consideration should be given to the following when determining the school(s) to which the displaced students will be transferred:
3.2.1. Educational program - educational opportunities are equal or greater for students at the school designated by the county board to be a receiving school;
3.2.2. Transportation - proposed routing schedule does not result in undue time in transit for students according to recommended age-appropriate travel times;
3.2.3. Exceptional students - programmatic offerings and educational spaces are appropriately accessible to disabled students;
3.2.4. Health/safety - transfer of students would not result in any health/safety concerns which would adversely affect students and staff; and
3.2.5. Capacity – the school designated by the county board to be a receiving school has the capacity to adequately house projected enrollment.
3.3. Following that emergency need declaration and transfer of students, the county shall proceed with the school closure procedure as outlined in Section 2, above, and shall include additional data regarding the circumstances giving rise to the emergency in the written reasons and supporting data.

Appendix E-7: List of 25 School Districts with One High School

Source:
http://wveis.k12.wv.us/nclb/pub/enroll/e06Makeup.cfm?so=CNSN&sy=10&updown=1&sop=0&size=0&spcd=T&grade=SECO

County	School
BARBOUR	PHILIP BARBOUR HIGH SCHOOL COMPLEX
BRAXTON	BRAXTON COUNTY HIGH SCHOOL
BROOKE	BROOKE HIGH SCHOOL
CALHOUN	CALHOUN MIDDLE/HIGH SCHOOL
CLAY	CLAY COUNTY HIGH SCHOOL
DODDRIDGE	DODDRIDGE COUNTY HIGH SCHOOL
GILMER	GILMER COUNTY HIGH SCHOOL
HAMPSHIRE	HAMPSHIRE SENIOR HIGH SCHOOL
LEWIS	LEWIS COUNTY HIGH SCHOOL
LINCOLN	LINCOLN COUNTY HIGH SCHOOL
MONROE	JAMES MONROE HIGH SCHOOL
OHIO	WHEELING PARK HIGH SCHOOL
PENDLETON	PENDLETON COUNTY MIDDLE/HIGH SCHOOL
PLEASANTS	ST. MARYS HIGH SCHOOL
POCAHONTAS	POCAHONTAS COUNTY HIGH SCHOOL
PRESTON	PRESTON HIGH SCHOOL
RITCHIE	RITCHIE COUNTY HIGH SCHOOL
ROANE	ROANE COUNTY HIGH
SUMMERS	SUMMERS COUNTY HIGH SCHOOL
TAYLOR	GRAFTON HIGH SCHOOL
TUCKER	TUCKER COUNTY HIGH SCHOOL
TYLER	TYLER CONSOLIDATED HIGH SCHOOL
UPSHUR	BUCKHANNON UPSHUR HIGH SCHOOL
WEBSTER	WEBSTER COUNTY HIGH SCHOOL
WIRT	WIRT COUNTY HIGH SCHOOL

Appendix E-8: West Virginia Standards for High Quality Schools

Standard 1: Builds and Sustains a Positive Climate and Cohesive Culture
Culture is representative of the core beliefs, personal behaviors, programs, policies and processes that characterize a safe and orderly learning environment whereby all students obtain mastery of the essential skills.

Function A: Core educational beliefs and values have been identified that will impact the overall satisfaction and productivity of both students and staff.

Indicator 1.A.1	Core beliefs and values have been developed by the faculty and staff and are adhered to by all.
Indicator 1.A.2	Core beliefs provide expectations for adults and students and manifest themselves in the day-to-day processes and interactions within the school.
Indicator 1.A.3	Core beliefs and values are evident in all practices, policies and processes within the school.

Function B: Cohesive culture is sustained through a clearly written mission statement, procedures and expectations which are consistently applied.

Indicator 1.B.1	Mission expresses the purpose for which the school exists and guides daily operations and long-term strategic planning.
Indicator 1.B.2	Rituals, ceremonies, traditions and symbols represent the core values, norms, expectations and vision of the school.
Indicator 1.B.3	Students have a voice and play an integral part in the planning and decision making processes of the school.
Indicator 1.B.4	Diversity is valued and protected to ensure that all stakeholders are treated with dignity.
Indicator 1.B.5	Various techniques for assessing the culture are utilized with modifications made to behaviors, policies and practices.

Function C: A climate of high expectations is created that places academic, safety and personal needs of the students as the foremost priority of the school.

Indicator 1.C.1	Environment creates optimal conditions for teaching and learning in the school with a shared responsibility where all adults feel mutual accountability for all students' success.
Indicator 1.C.2	Recognition programs ensure that student and staff accomplishments are recognized and valued.
Indicator 1.C.3	High expectations reflect the values and norms that are evident in daily practices and procedures.
Indicator 1.C.4	Decisions regarding teaching, learning, discipline and intervention programs and policies are guided by data.

Standard 2: Effective Leadership Facilitates Organizational Improvement and Success
Effective leadership, at the classroom, school and district level, requires a wide variety of skills, dispositions and habits that translate into a community of shared values that facilitate organizational improvement and increased student achievement.

Function A: The leaders model effective interpersonal and collaborative skills that create a positive learning environment and a cohesive culture.

Indicator 2.A.1	The leaders set high standards for professionalism and models professional actions that impact the school and community.
Indicator 2.A.2	The leaders are skilled at identifying, forming and structuring collaborative teams to accomplish the work of the school.
Indicator 2.A.3	The leaders encourage good communication processes among the staff to promote understandin, trust and collaboration as they collectively work to improve the school.
Indicator 2.A.4	The leaders establish formal and informal ways to recognize the contributions of others understanding the value of building pride in individual and team efforts.
Indicator 2.A.5	The indicators work to build an environment where student learning and well-being is the foremost priority of the school.
Indicator 2.A.6	The leaders develop a culture of shared responsibility where all adults feel mutual accountability for student learning.
Indicator 2.A.7	The leaders model core beliefs and values through personal words and actions.
Indicator 2.A.8	The leaders work with staff to design and promote activities that create an inclusive environment where all students feel valued and connected to the school community.

F**unction B:** The leaders maintain a coherent and strategic direction through the mission and goals in order to develop structures and processes for continuous improvement and strategic planning which determines the professional development needs.

Indicator 2.B.1	The leaders use a variety of communication methods that keep the mission central to school life and enhance involvement and commitment to its intents.
Indicator 2.B.2	The leaders use the mission and goals to guide school decision making and long-term strategic planning.
Indicator 2.B.3	The leaders communicate the importance of being a "learning-centered" environment where adults feel responsible for continual professional growth.
Indicator 2.B.4	The leaders assure that the professional development is built from the school and school system strategic plans but is differentiated according to staff and school needs.

Function C: The leaders facilitate and monitor processes to assure a rigorous standards-focused curriculum with engaging instruction and the use of a balanced assessment system.

Indicator 2.C.1	The leaders foster an educational environment that nurtures the disposition of lifelong learning and enhances student personal responsibility, self-direction, reflection and independence.
Indicator 2.C.2	The leaders advocate high expectations for all students and can articulate how rigor should manifest itself in school and classroom practice.
Indicator 2.C.3	The leaders have processes and structures in place to assess the wide range of student abilities, talents and instructional needs that exist in the school and assure that schedules and staff assignments appropriately meets these needs.
Indicator 2.C.4	The leaders work collaboratively with the staff to use instructional data to determine how c lassroom instruction and school program design/delivery may be altered to better serve the needs of students.

Function D: The leaders efficiently and effectively manage finances, facilities, personnel and ancillary services.

Indicator 2.D.1	The leaders understand district, state and federal policies that regulate school operations and assure adherence to these throughout the school.
Indicator 2.D.2	The leaders can align school resources and blend funding sources to accomplish the mission and strategic plan of the school.
Indicator 2.D.3	The leaders model the personal skills of good organization, time management and planning.

Function E: The leaders assure that support systems, programs and processes are in place to address student physical, social-emotional and academic needs.

Indicator 2.E.1	The leaders work with all staff to vary and individualize school response to student needs in ways that help students thrive in the school environment.
Indicator 2.E.2	The leaders and staff act as spokesmen for students and their families and cultivate this support and advocacy in others.
Indicator 2.E.3	The leaders advance the rights and responsibilities of all students and assure appropriate policies and programs are in place to protect student diversity.
Indicator 2.E.4	The leaders coordinate the work of the student assistance teams, counselors, nurses, psychologists and other support staff to provide targeted and timely assistance to students.

Standard 3.0 Provides a Standards-Focused Curriculum with Engaging Instruction and a Balanced System of Assessment

Knowledge of curriculum management, skill in instructional design including pedagogy and assessment, and an understanding of how technology can enhance curriculum access and delivery are necessary to effectively facilitate student learning.

Function A: A rigorous standards-focused curriculum based on the integration of the 21st Century Content Standards and Objectives for West Virginia Schools and the 21st Century Learning Skills and Technology Tools is implemented.

Indicator 3.A.1	The curriculum is aligned with the standards and objectives set forth in WV Curriculum Standards and Objectives for content, learning skills and technology tools.
Indicator 3.A.2	The required and elective course offerings are aligned to Professional and Skilled Pathways and/or Programmatic Level Requirements.
Indicator 3.A.3	The 21st Century Themes-- global awareness; financial, economic, and business literacy; civic and health literacy—are widely integrated into the design and delivery of curricula through meaningful connections to students.
Indicator 3.A.4	Rigorous and relevant course content results from the integration of 21st Century Content, Learning Skills and Technology Tools Standards and Objectives at the appropriate grade or programmatic levels.
Indicator 3.A.5	The staff is proactive in increasing student access to rigorous curriculum, programs and learning activities that lead to college and career readiness. (e.g., Advanced Placement, International Baccalaureate, dual credit opportunities; competitions, fairs and exhibitions)
Indicator 3.A.6	Teachers understand and follow policy/code that governs curriculum, instruction and assessment.
Indicator 3.A.7	Teachers understand the relationship of knowledge within their discipline to other content areas.
Indicator 3.A.8	Teachers have a deep understanding of the content for which they have instructional responsibility.

Function B: Teachers create learning environments that promote high levels of learning and achievement for all students.

Indicator 3.B.1	Teachers collaborate to establish a 21st century classroom and virtual learning environment that values students' uniqueness, enhances individual student talents and abilities and is respectful and supportive for all students.
Indicator 3.B.2	Teachers collaborate to establish 21st century classroom environments that are well managed and conducive to learning for all.
Indicator 3.B.3	School stakeholders collaborate to create an environment that is physically and emotionally safe.
Indicator 3.B.4	Teachers collaborate to create school-wide programs and processes that promote social capital for all types of students and build positive relationships, student-to–student and student-to-teacher.
Indicator 3.B.5	Teachers motivate students to work productively and assume responsibility for their own learning.

Indicator 3.B.6	Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

Function C: Teachers plan and deliver effective instruction that advances the learning of each individual student.

Indicator 3.C.1	Teachers collaborate to differentiate instruction to support the needs of all students, including students identified as gifted, students with disabilities and at-risk students.
Indicator 3.C.2	Teachers design lessons with appropriate supporting activities, time allocations and connection to the total instructional sequence.
Indicator 3.C.3	Teachers involve all students in relevant, rigorous, engaging instruction that leads to deep understanding of content.
Indicator 3.C.4	Teachers collaborate to design and deliver activities that help students develop as independent learners and complex problem solvers.
Indicator 3.C.5	Teachers ensure that every classroom is learning-centered and characterized by high expectations for achievement.
Indicator 3.C.6	Teachers understand information about students' learning and performance to plan and deliver instruction to close the achievement gap.
Indicator 3.C.7	Teachers understand how students think and learn is to design and deliver instruction.
Indicator 3.C.8	Teachers communicate clear learning targets and explicitly link learning activities to those targets.
Indicator 3.C.9	School staff value student time on task by protecting instructional time from interruptions.
Indicator 3.C.10	Teachers connect content to relevant life experiences and career opportunities.

Function D: Teachers use resources and technologies to enhance student learning.

Indicator 3.D.1	Teachers collaborate to create and implement innovative instructional activities that include emerging learning technologies and instructional materials.
Indicator 3.D.2	Teachers advocate for teacher and student access to digital technology and software that enrich instruction and promote information communication technology literacy.
Indicator 3.D.3	Digital Citizenship is promoted through the safe and healthy use of technology resources.

Function E: Teachers use a balanced system of assessment to inform instruction, and evaluate and ensure student learning.

Indicator 3.E.1	Teachers collaborate to understand the integral role of assessment in good instructional design and to effectively use summative, benchmark, formative and classroom assessments for learning.

Indicator 3.E.2	Student progress is communicated with students, parents and colleagues in a collaborative manner.
Indicator 3.E.3	Student performance data is consistently documented, analyzed and evaluated to determine student progress, identify differences among student groups, and inform instructional practice.
Indicator 3.E.4	Assessment processes that promote student self-direction and allow students to guide, evaluate and reflect on the quality of their own work is encouraged and promoted.
Indicator 3.E.5	Classroom assessments that include authentic and performance-based measures that evaluate student understanding in a real-world context are evident.
Indicator 3.E.6	District, school and classroom evaluation and grading processes are valid and reliable measures of student achievement.

Standard 4: Effective Management Systems

Effective management systems require teachers and administrators to work collaboratively on the institutional and organizational variables that support a climate of high expectations for success.

Function A School services demonstrate a steadfast commitment to student well-being and safety and are used to promote student success.

Indicator 4.A.1	Transportation services meet the needs of the school and contribute to student learning, safety and well-being.
Indicator 4.A.2	Child nutrition services assure efficient and effective practices are in place to meet the needs of all students and are monitored.
Indicator 4.A.3	Schools are designed, effectively and efficiently operated, well-maintained, meet federal, state and local regulatory requirements, as well as best facilities practices, for the enhancement of learning and teaching.
Indicator 4.A.4	State-wide information system (WVEIS) is utilized to constantly update various student and personnel data.

Function B: Policies and processes are established to obtain, allocate and efficiently manage school fiscal resources.

Indicator 4.B.1	Effective and efficient accounting systems and procedures are in place and followed by all school personnel.
Indicator 4.B.2	Staff is proactive in securing resources through local, state and federal processes.
Indicator 4.C.3	School resources are aligned and blended to accomplish the mission and strategic plan of the school.

Function C: High quality personnel are assigned and retained in a manner that effectively meets the needs of the students and aligns with core beliefs, mission and goals.

Indicator 4.C.1	Professional, service and extracurricular personnel are appropriately licensed to work with public school students.
Indicator 4.C.2	Evaluation policies are implemented according to code and policy.

Indicator 4.C.3	Assignment of all personnel is efficient and effective based on WV Code and WVBE policy.
Indicator 4.C.4	Communication tools and methods to recruit talented and qualified personnel are utilized.
Indicator 4.C.5	School leaders establish competitive incentives to recruit and retain talented and qualified personnel.

Standard 5: Supports Students and Connects to Families and the Community
Relationships between families, community and the school reflect authentic partnerships where communication builds trust in order to address the personal, social/emotional and physical needs of all students.

Function A: Positive relationships exist between the school, families and larger community.

Indicator 5.A.1	Parent/Family education opportunities are provided to address varying parental concerns regarding academics, behavior, social and emotional issues.
Indicator 5.A.2	A variety of two-way communication strategies are utilized among and between students, school personnel and families.
Indicator 5.A.3	Opportunities are provided for parents to volunteer and share in the planning and decision-making processes.

Function B: Practices, programs and policies are in place to advance the physical, social-emotional and academic well-being of all students.

Indicator 5.B.1	A Comprehensive Developmental Guidance and Counseling program is designed, delivered and implemented in a coordinated way.
Indicator 5.B.2	Mental and physical health services are provided to ensure all students can perform at their optimal level.
Indicator 5.B.3	A Student Assistance team is operational to address academic, behavioral and social concerns.
Indicator 5.B.4	Appropriate intervention and before/after school programs, policies and procedures are in place to address varying needs of students academically and socially.
Indicator 5.B.5	Limited English proficiency services are provided as needed.
Indicator 5.B.6	Coordinated transition programs from one programmatic level to the next create a seamless progression from pre-school to post secondary.
Indicator 5.B.7	Mentoring structures are in place to connect students with significant adults.

Function C: Partnerships are formed with various community agencies and organizations to more effectively meet all the needs of students.

Indicator 5.C.1	A variety of health and human services (physical, mental, dental, counseling, etc.) are provided to students through community partners.

Indicator 5.C.2	Business/community and school partnerships enhance school program offerings and student skill development.

Standard 6: Engages in Continuous Improvement
A process of inquiry used to plan and implement the change necessary to constantly increase student learning.

Function A: The school plans for improvement using a broad range of stakeholders

Indicator 6.A. 1	An improvement planning team is supported by school leadership.
Indicator 6.A.2	A shared vision of excellence for student learning has been created and described by an improvement planning team.
Indicator 6.A.3	The work of continuous improvement is implemented through a variety of collaborative teams that lead the school to becoming a professional learning community.
Indicator 6.A.4	A variety of methods are used to provide ongoing and sustained professional development that results in the conceptual knowledge necessary to improve instructional practice.
Indicator 6.A.5	Decisions about what change is needed and how to implement the change necessary for improved student learning are made by various collaborative teams through consensus.
Indicator 6.A.6	School leaders identify and develop staff and other stakeholder leadership to facilitate continuous improvement in learning for all students.

Function B: Continuous improvement of school practices leading to increased student learning is facilitated by a thorough understanding and use of a set of technical skills and tools.

Indicator 6.B.1	Time is scheduled for collaborative planning and decision-making to facilitate continuous improvement and professional learning.
Indicator 6.B.2	Data is collected, comprehensively studied in order to make decisions about needs for improvement in teaching and student learning.
Indicator 6.B.3	Goals to meet the prioritized needs are developed and measurable objectives are set to determine successful completion of the goals.
Indicator 6.B.5	A shared vision of excellence is described to guide the improvement plan.
Indicator 6.B.6	Improvement plan action steps, responsibilities, timelines and objective results are continuously monitored and revised when necessary.
Indicator 6.B.7	Participation in the implementation of the improvement plan is consistent and pervasive among staff and stakeholders.
Indicator 6.B.8	Improvement planning is documented in the written strategic five plan.

Standard 7: Supports Educator Development
Professional growth of all educators must become a collaborative approach that supports organizing and delivering effective instruction to all students.

Function A: High Quality Personnel are assigned and retained through comprehensive professional development plans.

Indicator 7.A.1	Pre-service candidates are engaged in larger learning communities and provided opportunities for growth and development.
Indicator 7.A.3	High expectations are set for all beginning educators and those assigned as mentors.
Indicator 7.A.4	Induction and orientation structures and processes are developed and implemented to support success and retention of new staff.

Function B: Professional Development and growth is designed and delivered in ways that improve performance in order to better meet the needs of all students.

Indicator 7.B.1	Professional learning is encouraged through advanced licensure, diverse areas of certification and National Board Certification.
Indicator 7.B.2	Discussions about instructional practices and sharing of ideas and expertise on instructional improvement are on-going.
Indicator 7.B.3	On-going embedded professional development to support instructional improvement is carefully designed.
Indicator 7.B.4	Staff and stakeholders collaborate to recognize effort and reward accomplishment.
Indicator 7.B.5	Instruction is observed on a regular basis and feedback is provided to support teachers in instructional improvement.
Indicator 7.B.6	All educators are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
Indicator 7.B.7	Professional development is fostered in a way that is wireless, collaborative, virtual and ubiquitous.

Appendix E-9: W. Va. Code §18-2E-10

Source:
http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18&art=2E&section=10#02E

WEST VIRGINIA CODE
§18-2E-10. Critical skills instructional support programs for third and eighth graders.
(a) The Legislature finds that:

(1) In the early childhood through intermediate grade levels, ensuring that each student masters the content and skills needed for mastery at the next grade level is critically important for student success;

(2) Students who do not demonstrate grade-level mastery in reading, language arts and mathematics become increasingly less likely to succeed at each successive grade level;

(3) State board policy requires every school to establish a student assistance team that reviews student academic needs that have persisted despite being addressed by instruction and intervention and requires every school to implement, in an equitable manner, programs during and after the instructional day at the appropriate instructional levels that contribute to the success of students; and

(4) Grades three and eight are critical transition points for additional intervention strategies that reinforce the preparation of students who are not prepared fully for success at the next grade level.

(b) The state board shall, in accordance with the provisions of article three-b, chapter twenty-nine-a of this code, promulgate legislative rules as necessary to effectuate the provisions of this section. The rules shall provide for at least the following:

(1) Encouraging and assisting county boards in establishing and operating critical skills instructional support programs during and after the instructional day and during the summer for students in grades three and eight who, in the judgment of the student assistance team or the student's classroom teacher, are not mastering the content and skills in reading, language arts and mathematics adequately for success at the next grade level and who are recommended by the student assistance team or the student's classroom teacher for additional academic help through the programs;

(2) Maximizing parental involvement in supporting the critical skills development of their children in reading, language arts and mathematics through critical skills instructional support programs;

(3) Ensuring the employment of qualified teachers and service personnel in accordance with the provisions of section thirty-nine, article five of this chapter and section seven-c, article four,

chapter eighteen-a of this code to provide instruction to students enrolled in critical skills instructional support programs;

(4) Creating a formula or grant-based program for the distribution of funds appropriated specifically for the purposes of this section or otherwise available for the support of in-school, after-school and summer critical skills instructional support programs;

(5) Providing transportation and healthy foods for students required to attend after-school and summer critical skills instructional support programs and supervision at the school that accommodates the typical work schedules of parents; and

(6) Receiving from county boards any applications and annual reports required by rule of the state board.

(c) A student in grades three or eight who is recommended by the student assistance team or the student's classroom teacher for additional academic help in one or more of the subjects of reading, language arts and mathematics through a critical skills instructional support program may be required to attend a summer critical skills instructional support program as a condition for promotion if:

(1) The student has been provided additional academic help through an in-school or after-school critical skills instructional support program and, prior to the end of the school year, the student assistance team or the student's classroom teacher recommends that further additional academic help is needed for the student to be successful at the next grade level; and

(2) The county board has established a critical skills instructional support program during the summer months for the student's grade level.

(d) County boards shall provide suitable educational facilities, equipment and services to support critical skills instructional support programs established pursuant to this section. Summer programs may be provided at a central location for third and eighth graders who qualify for the program.

(e) This section may not be construed to prohibit a classroom teacher from recommending the grade level retention of a student based upon the student's lack of mastery of the subject matter and preparation for the subject matter at the next grade level.

(f) This section may not be construed to affect the individualized education plans of exceptional students.

(g) This section may not be construed to limit the authority of the county board to establish a summer school program in accordance with section thirty-nine, article five of this chapter. County boards may not charge tuition for enrollment in critical skills instructional support programs established pursuant to this section.

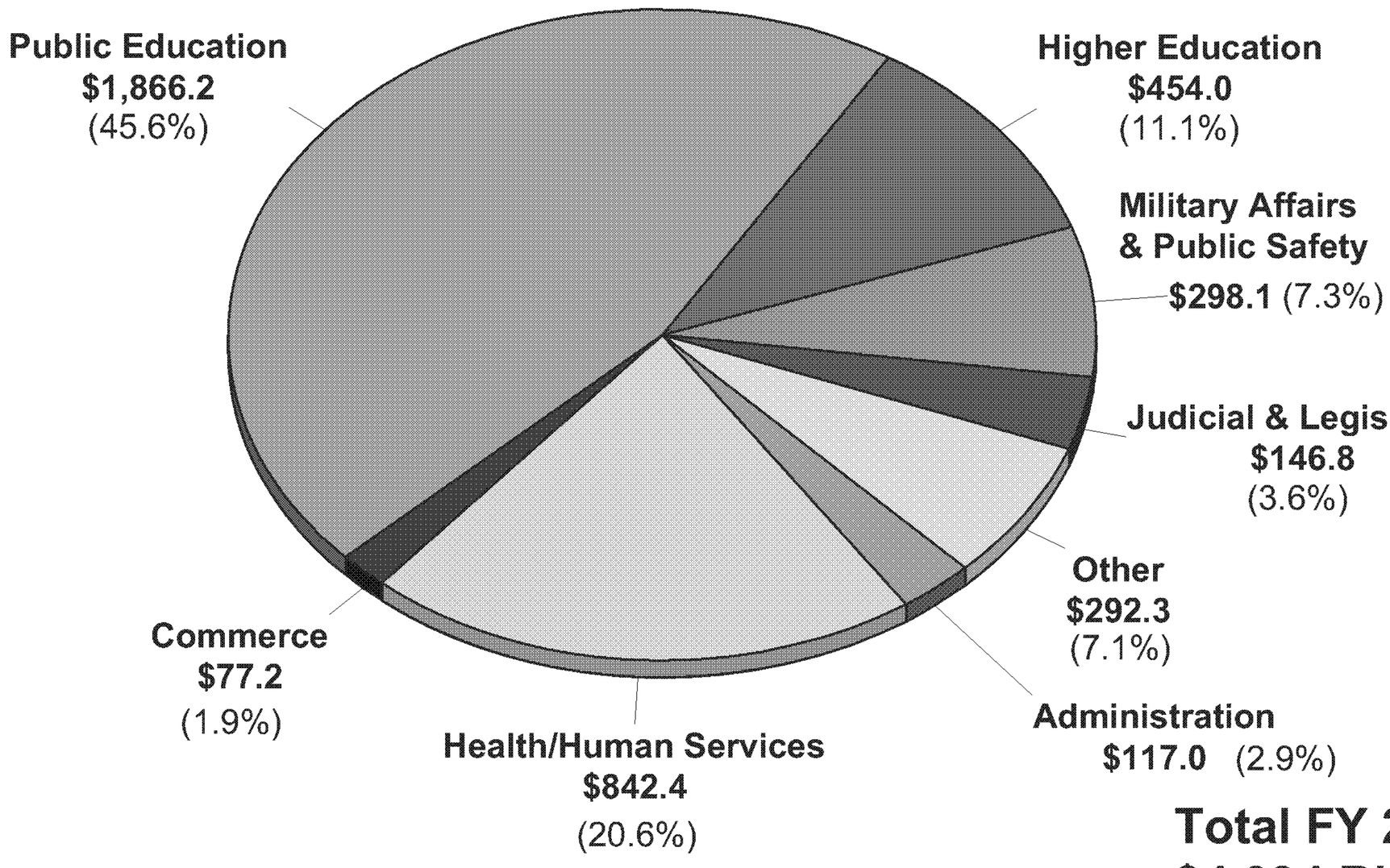
(h) Each county board shall prepare to implement the provisions of this section and the provisions of the state board rule required by subsection (b) of this section. The preparations shall at least include planning, ensuring the student assistance teams are established as currently required by state board policy and performing a needs assessment.

(i) The state board shall provide a report describing the proposed implementation of the critical skills instructional support program to be instituted for the summer of 2010 to the Legislative Oversight Commission on Education Accountability on or before May 1, 2010.

(j) The state board shall provide a comprehensive report regarding the status of the critical skills instructional support program to the Legislative Oversight Commission on Education Accountability, the Joint Committee on Government and Finance, and the Governor on November 1, 2010, and annually on November 1 on each year thereafter. The report shall address, at a minimum, the progress of the program throughout the state, its effect on student achievement and the sources of the funding both available to and used by the program.

(k) The provisions of this section shall be subject to the availability of funds from legislative appropriation or other sources specifically designated for the purposes of this section. If a county board determines that adequate funds are not available for full implementation of a critical skills instructional support program in the county, the county board may implement its program in phases by first establishing a critical skills instructional support program in the third grade and then establishing a critical skills instructional support program for the eighth grade once the county board determines that adequate funds are available.

Total Appropriations
General, Lottery, & Excess Lottery
Fiscal Year 2008
(In Millions of Dollars)

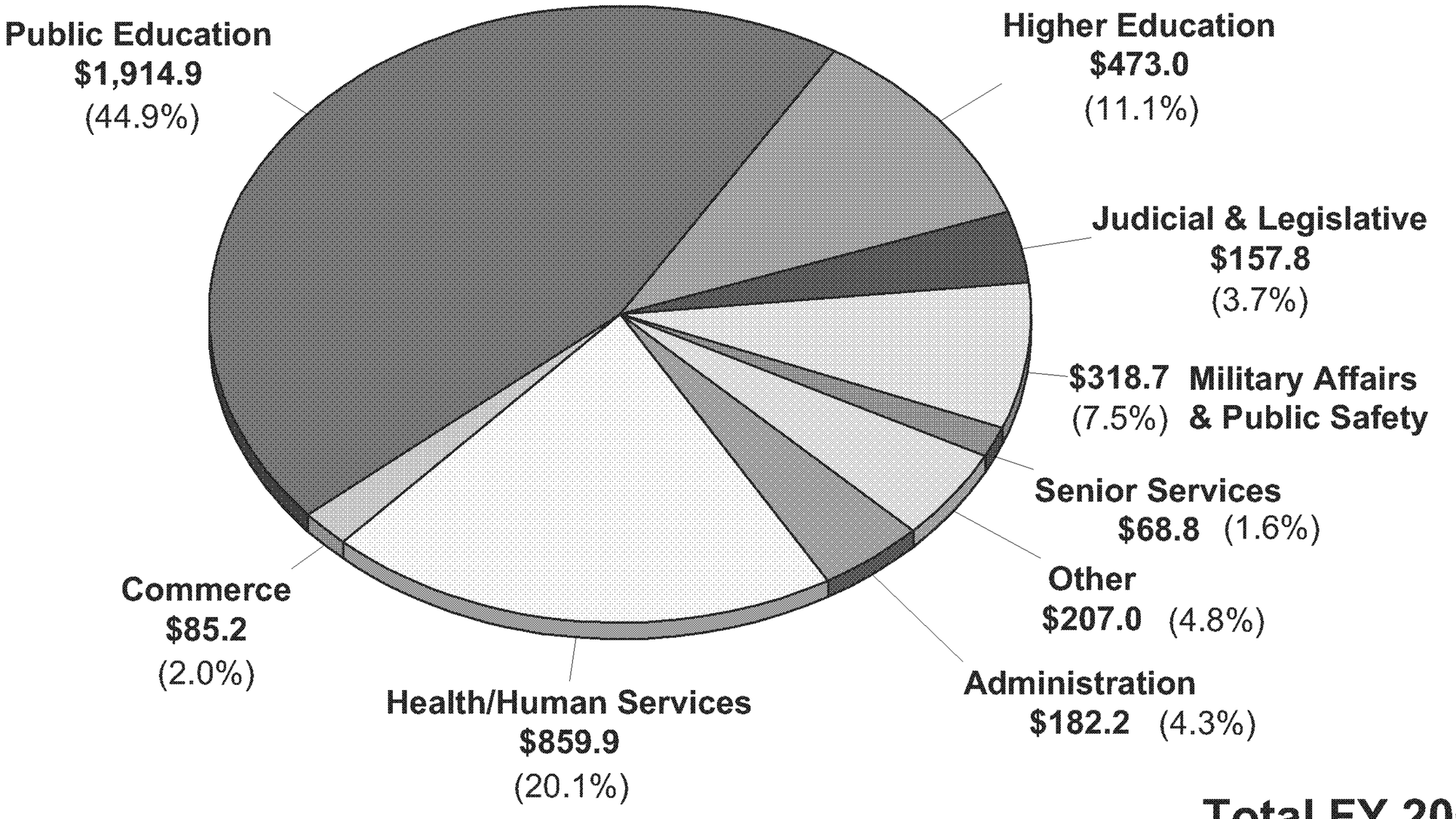


Total FY 2008
$4.094 Billion*

Prepared by: *State Budget Office*
April 2007

* $4.094 billion does not double count the $77.9 million transfer from Excess Lottery to General Revenue Fund.

Total Appropriations
General, Lottery, and Excess Lottery
Fiscal Year 2009
(In Millions of Dollars)



Total FY 2009
$4.268 Billion*

Prepared by: *State Budget Office*
April 2008

* $4.268 billion does not double count the $127.9 million transfer from Excess Lottery to General Revenue Fund.

EDUCATION WEEK
QUALITY COUNTS 2010

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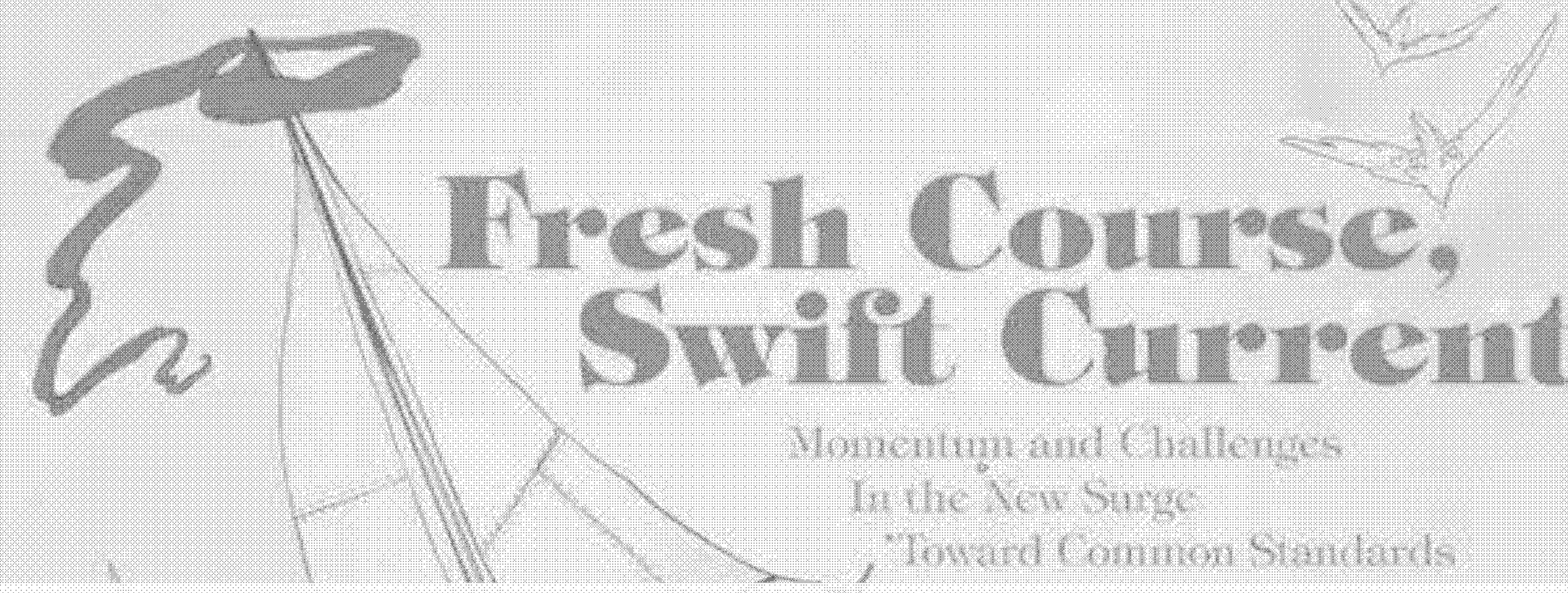

Fresh Course, Swift Current

Momentum and Challenges In the New Surge Toward Common Standards

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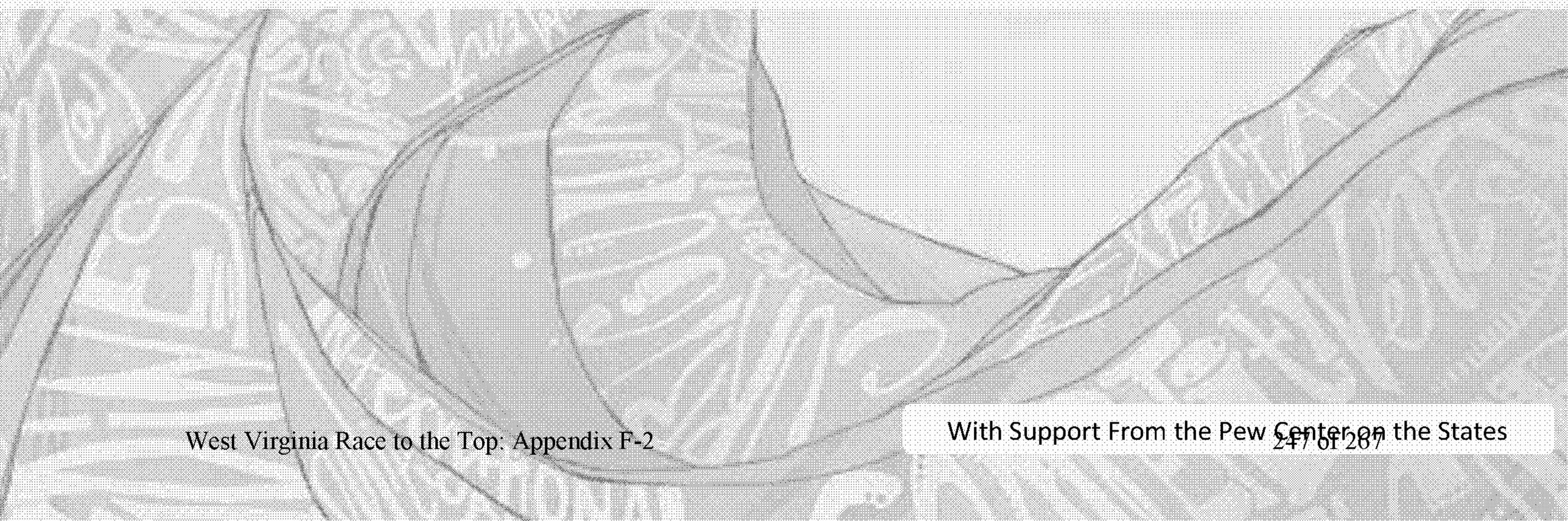


West Virginia – State Highlights 2010

SCHOOL FINANCE

Equity and Spending Indicators

From Quality Counts 2010	West Virginia State Average	West Virginia Rank	National Average
Equity (2007)			
Wealth-Neutrality Score – Relationship between district funding and local property wealth	0.113	28	0.091
McLoone Index – Actual spending as percent of amount needed to bring all students to median level	93.0%	9	90.8%
Coefficient of Variation – Amount of disparity in spending across districts within a state	0.083	1	0.162
Restricted Range – Difference in per-pupil spending levels at the 95th and 5th percentiles	$2,105	2	$3,924
Spending (2007)			
Adjusted per-pupil expenditures (PPE) – Analysis accounts for regional cost differences	$11,488	16	$10,557
Students funded at or above national average – Percent of students in districts with PPE at or above U.S. average	16.4%	31	40.5%
Spending Index – Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures	94.4	18	89.6
Spending on education – State expenditures on K-12 schooling as a percent of state taxable resources	4.6%	5	3.8%
GRADE	C+	12	C

Definitions of School Finance Indicators

Wealth-Neutrality Score: The wealth-neutrality score shows the degree to which state and local revenue are related to the property wealth of districts. A negative score means that, on average, poorer districts actually have more funding per weighted pupil than wealthy districts do. A positive score means the opposite: Wealthy districts have more funding per weighted pupil than poor districts do.

McLoone Index: The McLoone Index is based on the assumption that if all students in the state were lined up according to the amount their districts spent on them, perfect equity would be achieved if every district spent at least as much as that spent on the pupil in the middle of the distribution, or the median. The McLoone Index is the ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per-pupil expenditure in the state.

Coefficient of Variation: The coefficient of variation is a measure of the disparity in funding across school districts in a state. The value is calculated by dividing the standard deviation of adjusted spending per pupil by the state's average spending per pupil. The standard deviation is a measure of dispersion (i.e., how spread out spending levels are across a state's districts). If all districts in a state spent exactly the same amount per pupil, its coefficient of variation would be zero. As the coefficient gets higher, the variation in the amounts spent across districts also gets higher. As the coefficient gets lower, it indicates greater equity.

Restricted Range: This indicator captures the differences in funding levels found between the highest- and lowest-spending districts in a state. The index value is calculated as the difference in per-pupil spending levels at the 95th and 5th percentiles. Districts enrolling fewer than 200 students are excluded from the analysis.

Spending Index: The Spending Index takes into account both the proportion of students enrolled in districts with spending at the national average, and the degree to which spending is below that benchmark in districts where per-pupil expenditures fall below the national average. Each district in which the per-pupil-spending figure (adjusted for student needs and cost differences) reaches or exceeds the national average receives a score of 1 times the number of students in the district. A district whose adjusted spending per pupil is below the national average receives a score equal to its per-pupil spending divided by the national average and then multiplied by the number of pupils in the district. The spending index is the sum of district scores divided by the total number of students in the state. If all districts spend above the U.S. average, the state attains a perfect index score of 100 points.

Note: The District of Columbia and Hawaii are single-district jurisdictions. As a result, it is not possible to calculate measures of financial equity, which capture the distribution of funding across districts within a state. The District of Columbia and Hawaii do not receive grades for school finance and are not included in the rankings reported in this table.

STATE OF WEST VIRGINIA
PUBLIC SCHOOL SUPPORT PROGRAM
BASED ON THE PRELIMINARY COMPUTATIONS
FOR THE 2010-11 YEAR

The Public School Support Program (PSSP) is a plan of financial support for the public schools in the State of West Virginia, which specifies statutorily the responsibilities of both the State and the fifty-five county school districts. The State's responsibility for the basic program allowance is the total of the allowances calculated under Steps 1 through 7, less the aggregate amount calculated as the school district's local share.

The PSSP provides allowances for personnel salaries (Steps 1, 2, and 5), employee benefit costs (Step 3), transportation operating costs (Step 4), general operating costs, substitute costs and allowances for faculty senates (Step 6), and improvement of instructional programs, increase in technology funding, and advanced placement programs (Step 7). Additional allowances are provided for alternative education, increased enrollment, and other programs.

Comprehensive changes were made to the Public School Support Program beginning with the 2008-09 year, with the increased allowances between the old and revised provisions being phased-in over a five year period, and a hold harmless provision included for the districts that are projected to receive less state aid as a result of implementing these revisions during the five year phase-in period.

The significant changes are:

(1) Bases the computations for steps 1, 2 and 5 on NET enrollment only, eliminating the adjusted enrollment limits;

(2) Divides the districts into the following four groups based on student net enrollment per square mile:

Sparse	–	Less than 5 students per sq. mile
Low	–	5 to less than 10 students per sq. mile
Medium	–	10 to less than 20 students per sq. mile, and
High	–	20 or more students per sq. mile

(3) Increases the net enrollment funding limits for professional educators (PE) (Step 1) and service personnel (SP) (Step 2), as well as the minimum professional instructional limits, by .05 per year through 2012-13, with the limits for the 2010-11 year being as follows per each 1,000 students in net enrollment:

Category	PE	PI	SP
Sparse	72.65	66.15	45.78
Low	72.50	66.10	45.20
Medium	72.35	66.00	44.63
High	72.20	65.90	44.07

During the phase-in, county boards are being funded at the above limits for professional educators and service personnel regardless of whether the personnel are actually employed, and the minimum professional instructional limit is waived.

(4) Increases the net enrollment of the districts with student net enrollments of less than 1,400 by an amount determined by computing the enrollment difference between the district's actual enrollment and 1,400; multiplying the difference by the percent derived by dividing that respective district's student population density into the student population density of the district with the lowest density; and restricting the total net enrollment for each eligible district so that it does not exceed 1,400.

(5) Creates the personnel classification of Professional Student Support Personnel (SSP) for school counselors and school nurses and funds this category under a separate step of the formula (Step 5), with the funding based at the number of these personnel employed during the 2007-08 year; using the same percentages as the number of professional educators (Step 1) employed that are State Aid eligible as to funded, and; increasing the allowance by .5% per year through the year 2012-13;

(6) Uses the same four groups created for steps 1 and 2 to determine the allowance for student transportation operating costs and bases the allowances on the following percentages of actual expenditures:

Sparse	–	95%;
Low	–	92.5%;
Medium	–	90%, and;
High	–	87.5%

Provides an additional allowance of 10% for the districts that use alternative fuels or transport students to and from multi-county vocational centers and exclude the allowance for additional buses from the allowance limit of 1/3 above the state average on a per mile basis;

(7) Provides an allowance for advanced placement at 1.0% of the state average per pupil state aid times the number of students enrolled in advanced placement, dual credit and international baccalaureate programs;

(8) Provides an allowance for alternative education programs at $12 per net enrollment student, and;

(9) Requires that an appropriation be made to the WVDE each year to be distributed to the local districts to support children with high acuity special education needs that exceed the capacity of the districts to provide.

The allowances for salaries are based on the state basic salary schedules included in Code and State equity schedules. The basic salary allowances for professional personnel are based on the actual salary classification and years of experience possessed by each employee; the basic salary allowances for service personnel are based on the actual pay grade and years of experience of the personnel employed.

Equity funding was started in 1984 to ensure equity among the salaries paid by the various school districts through the state and is determined by computing the difference between each district's county supplement schedule in place in 1984 and the State current equity schedule.

Each school district's local share is subtracted from that district's total PSSP allowance to arrive at the state aid that the district is entitled to receive. Local share is a computation of a district's projected regular levy property tax collections for the year.

Local share is computed by multiplying the taxable assessed valuation of all property in the district for the current fiscal year as certified by the county assessor by 90% of the regular levy rates for the year as set by the Legislature and then deducting five percent (5%) as an allowance for discounts, exonerations, delinquencies, with other allowances also deducted.

School districts are authorized to levy an excess levy if approved by at least a majority of the voters, and 43 of the 55 districts have such levies in place for the current year, however, the projected tax collections from the excess levies are not included in determining the local share amount.

As a result of the equalization process with local share, West Virginia is consistently ranked near the top regarding the equability of its state aid funding formula. For example, Education Week in its 2009 edition of *Quality Counts* reported that the difference in per pupil expenditures between the district with the highest per pupil expenditures and the district with the lowest per pupil expenditures was the smallest in the nation.

PSSP Summary 11

http://www.legis.state.wv.us/Bill_Text_HTML/2009_SESSIONS/1x/Bills/hb109%20ENR.htm

ENROLLED

H. B. 109

(By Mr. Speaker, (Mr. Thompson) and Delegate Armstead)

[By Request of the Executive]

[Passed June 2, 2009; in effect July 1, 2009.]

AN ACT to amend the Code of West Virginia, 1931, as amended, by adding thereto a new article, designated §18-5B-1, §18-5B-2, §18-5B-3, §18-5B-4, §18-5B-5, §18-5B-6, §18-5B-7, §18-5B-8 and §18-5B-9, all relating to school innovation zones; setting forth legislative findings, intent and purpose; authorizing state board to designate school innovation zones in schools, groups of schools and departments or subdivisions of a school or schools; establishing an application, plan review, approval and amendment process; authorizing exceptions to certain policies, rules, interpretations and statutes; providing for approval of the innovation zone plan by certain employees of a school; providing for revocation of designation and plan approval; requiring annual report by the state board; designating the order in which the state board must consider applications; providing for the voluntary transfer of employees; authorizing teacher job postings that exceed certain qualifications and requirements; providing that a state institution of higher education may establish a school designated as an innovation zone and that such school may not receive certain funds; providing the procedure in which a state institution of higher education may apply for and establish an innovation zone school; providing for the approval mechanism for an innovation zone school established by a state institution of higher education by the county board and state board; and authorizing the State Board of Education to promulgate rules and emergency rules.

Be it enacted by the Legislature of West Virginia:

That the Code of West Virginia, 1931, as amended, be amended by adding thereto a new article, designated §18-5B-1, §18-5B-2, §18-5B-3, §18-5B-4, §18-5B-5, §18-5B-6, §18-5B-7, §18-5B-8 and §18-5B-9, all to read as follows:

ARTICLE 5B. SCHOOL INNOVATION ZONES ACT.

§18-5B-1. Title.

This article shall be known as the "School Innovation Zones Act".

§18-5B-2. Legislative findings and purpose.

(a) *Legislative findings.* -- The Legislature finds that:

(1) Decades of school improvement literature substantiate that schools where the principal uses a collaborative and distributed approach to leadership and where the teachers have a unity of purpose, operate in a cohesive learning-centered culture and implement consistent, pervasive and

research-based approaches to learning, can and do improve student learning;
(2) As in all enterprises, rules are established in public education to manage the resources efficiently, allot time among the activities and processes required and ensure attention to the goals mandated, but rules, by their nature, also limit the flexibility of professional educators to engage in those activities and implement those approaches that may best improve the learning of their students for the twenty-first century;
(3) Allowing individual schools to seek and receive exceptions from certain statutes, policies, rules and interpretations through the creation of school innovation zones will provide them greater control over important educational factors that impact student achievement, such as curriculum, personnel, organization of the school day, organization of the school year, technology utilization and the delivery of educational services to improve student learning; and
(4) Providing greater flexibility at innovation zone schools will enable school-level, professional educators to exercise more fully their professional judgment to improve student learning for the twenty-first century by instituting creative and innovative practices.
(b) *Intent and purpose.* -- The intent and purpose of this article is to:
(1) Provide for the establishment of school innovation zones to improve educational performance;
(2) Provide principals and teachers at schools approved as innovation zones with greater flexibility and control to meet the needs of a diverse population of students by removing certain policy, rule, interpretive and statutory constraints;
(3) Provide a testing ground for innovative educational reform programs and initiatives to be applied on an individual school level;
(4) Provide information regarding the effects of specific innovations and policies on student achievement;
(5) Document educational strategies that enhance student success; and
(6) Increase the accountability of the state's public schools for student achievement as measured by the state assessment programs and local assessment processes identified by the schools.

§18-5B-3. School innovation zones; application for designation; state board rule.

(a) A school, a group of schools, a subdivision or department of a group of schools, or a subdivision or department of a school may be designated as an innovation zone in accordance with this article.
(b) The state board shall promulgate a rule, including an emergency rule if necessary, in accordance with article three-b, chapter twenty-nine-a of this code to implement the provisions of this article. The rule shall include provisions for at least the following:
(1) A process for a school, a group of schools, a subdivision or department of a group of schools or a subdivision or department of a school to apply for designation as an innovation zone that encompasses at least the following:
(A) The manner, time and process for the submission of an innovation zone application;
(B) The contents of the application, which must include a general description of the innovations the school or schools seek to institute and an estimation of the employees who may be affected by the implementation of the innovations; and
(C) Factors to be considered by the state board when evaluating an application, which shall include, but are not limited to, the following factors:
(i) The level of staff commitment to apply for designation as an innovation zone as determined by a vote by secret ballot at a special meeting of employees eligible to vote on the plan, as

provided in section six of this article;
(ii) Support from parents, students, the county board of education, the local school improvement council and school business partners; and
(iii) The potential for an applicant to be successful as an innovation zone; and
(2) Standards for the state board to review applications for designation as innovation zones and to make determinations on the designation of innovation zones.
(c) The state board shall review innovation zone applications in accordance with the standards adopted by the board and shall determine whether to designate the applicant as an innovation zone. The state board shall notify an applicant of the board's determination within sixty days of receipt of an innovation zone application.
When initially designating innovation zones after the enactment of this article by the first extraordinary session of the 2009 Legislature, the state board shall consider applicants for designation in the following order: (1) A school and groups of schools; (2) a group of schools seeking designation across the same subdivision or department of the schools; and (3) a school seeking designation of a subdivision or a department.

§18-5B-4. Innovation zones; required plans; plan approval; state board rule.

(a) The rule promulgated by the state board pursuant to section three of this article also shall include at least the following:
(1) Each school, group of schools, subdivision or department of a group of schools or subdivision or department of a school designated as an innovation zone or seeking designation as an innovation zone in accordance with this article shall develop an innovation zone plan;
(2) The innovation zone plan shall contain:
(A) A description of the programs, policies or initiatives the school, group of schools, subdivision or department of a group of schools or subdivision or department of a school intends to implement as an innovative strategy to improve student learning if the plan is approved in accordance with section five of this article;
(B) A list of all county and state board rules, policies and interpretations, and all statutes, if any, identified as prohibiting or constraining the implementation of the plan, including an explanation of the specific exceptions to the rules, policies and interpretations and statutes required for plan implementation. A school, a group of schools, a subdivision or department of a group of schools or a subdivision or department of a school may not request an exception nor may an exception be granted from any of the following:
(i) An assessment program administered by the West Virginia Department of Education;
(ii) Any provision of law or policy required by the No Child Left Behind Act of 2001, Public Law No. 107-110 or other federal law; and
(iii) Section seven, article two and sections seven-a, seven- b, eight and eight-b, article four, chapter eighteen-a of this code, except as provided in section eight of this article; and
(C) Any other information the state board requires.
(3) The innovation zone plan may include:
(A) An emphasis in the early childhood through intermediate grade levels on ensuring that each student is prepared fully at each grade level, including additional intervention strategies at grade levels three and eight to reinforce the preparation of students who are not prepared fully for promotion, or an emphasis in the secondary grade levels on ensuring that each student is prepared fully for college or other post-secondary education, as applicable for the school; and
(B) An emphasis on innovative strategies that allows academically advanced students to pursue

academic learning above grade level or not available through the normal curriculum at the school.
(b) Each school, group of schools, subdivision or department of a group of schools or subdivision or department of a school designated or seeking designation as an innovation zone shall submit its innovation zone plan to the school's employees, the county superintendent and county board having jurisdiction over the school, the state board, and the state superintendent in accordance with section five of this article.

§18-5B-5. Approval of innovation zone plans; waiver of statutes, policies, rules or interpretations.

(a) Each school, group of schools, subdivision or department of a group of schools or subdivision or department of a school designated or seeking designation as an innovation zone shall:
(1) Submit its innovation zone plan to each employee regularly employed at the school if the employee's primary job duties would be affected by the implementation of the plan. An innovation zone plan is approved by school employees when approved by a vote by secret ballot as provided in section six of this article;
(2) Submit its innovation zone plan as approved by vote of school employees to the county superintendent and board for review. The county board shall within sixty days of receipt of the plan review the plan and with recommendations from the county superintendent report its support or concerns, or both, and return the plan and report to the school principal, faculty senate and local school improvement council; and
(3) Submit its innovation zone plan as approved by vote of the school employees eligible to vote on the plan along with the report of the county board to the state board and state superintendent for review. The county board shall be given an opportunity to present its concerns with the plan, if any, to the state board during its review. Except as provided in subsection (c) of this section, the state board and state superintendent shall approve or disapprove the plan within sixty days of receipt, subject to the following:
(A) No exceptions to county or state board rules, policies or interpretations are granted unless both the state superintendent and the state board approve the plan at least conditionally pursuant to subsections (b) and (c) of this section; and
(B) If the plan is disapproved, the state superintendent, the state board or both, as applicable, shall communicate the reasons for the disapproval to the school, the group of schools, the subdivision or department of a group of schools or the subdivision or department of a school and shall make recommendations for improving the plan. The school, the group of schools, the subdivision or department of a group of schools or the subdivision or department of a school may amend the plan pursuant to subsection (d) of this section.
(b) Upon the approval of an innovation zone plan by the state board and state superintendent, all exceptions to county and state board rules, policies and interpretations listed within the plan are granted, subject to the limitations contained in subdivision (B), subparagraph (2), subsection (a) of section four of this article.
(c) If an innovation zone plan, or a part thereof, may not be implemented unless an exception to a statute is granted by Act of the Legislature, the state board and state superintendent may approve the plan, or the part thereof, only upon the condition that the Legislature acts to grant the exception. If the state board and state superintendent approve a plan on that condition, the state board and state superintendent shall submit the plan with the request for an exception to a statute, along with supporting reasons, to the Legislative Oversight Commission on Education

Accountability. The commission shall review the plan and exemption request and make a recommendation to the Legislature regarding the exception requested.
(d) The rule promulgated by the state board pursuant to section three of this article shall include a process for amending or revising an innovation zone plan. The process shall require that any amendments or revisions to an innovation zone plan are subject to the approval requirements of subsection (a) of this section.

§18-5B-6. Employee approval of innovation plan application and plan; transfer of employees.

(a) An employee shall be eligible to vote in accordance with the provisions of this section if: (1) The employee is regularly employed at the school; and (2) the employee's primary job duties will be affected by the implementation of the innovation zone plan. The panel created in subsection (c) of this section and the principal shall determine which employees are eligible to vote in accordance with this subsection. No employee may be eligible to vote unless both the panel and the principal determine that the employee is eligible to vote.
(b) A secret ballot vote at a special meeting of all employees regularly employed at the school who are eligible to vote in accordance with this section shall be conducted to determine the following:
(1) The level of employee commitment to apply for designation as an innovation zone in accordance with section three of this article; and
(2) The approval of an innovation zone plan as required by section five of this article.
(c) A panel consisting of the elected officers of the faculty senate of the school or schools, one representative of the service personnel employed at the school and three parent members appointed by the local school improvement council shall call the meeting required in subsection (b) of this section, conduct the votes and certify the results to the principal, the county superintendent and the president of the county board. The panel shall provide notice of the special meeting to all employees eligible to vote at least two weeks prior to the meeting and shall provide an absentee ballot to each employee eligible to vote who cannot attend the meeting to vote.
(d) At least eighty percent of the employees who are eligible to vote in accordance with this section must vote to apply for designation as an innovation zone and to approve the school's innovation zone plan before the level of staff commitment at the school is sufficient for the school to apply for designation and before the plan is approved by the school.
(e) An employee regularly employed at a school applying for or designated as an innovation zone whose job duties may be affected by implementation of the innovation zone plan or proposed plan may request a transfer to another school in the school district. The county board shall make every reasonable effort to accommodate the transfer.

§18-5B-7. Progress reviews and annual reports.

(a) At least annually, the state board or its designated committee shall review the progress of the development or implementation of an innovation zone plan. If, following such a review, the state board determines that a designated school, group of schools, subdivision or department of a group of schools, subdivision or department of a school or a school created by a state institution of higher education in accordance with section nine of this article has not made adequate progress toward developing or implementing its plan, the board shall submit a report to the designated school, group of schools, subdivision or department of a group of schools, subdivision or department of a school or a school created by a state institution of higher

education in accordance with section nine of this article identifying its areas of concern. The state board or its designated committee may conduct an additional review within six months of submitting a report in accordance with this section. If, following such additional review, the state board or its designated committee determines that the designated school, group of schools, subdivision or department of a group of schools, subdivision or department of a school or a school created by a state institution of higher education in accordance with section nine of this article has not made adequate progress toward developing or implementing its innovation zone plan, the state board may revoke the designation as an innovation zone or, if the innovation zone plan has been approved in accordance with section five of this article, rescind its approval of the plan.

(b) The state board shall provide an annual report on innovation zones and the progress of innovation zone plans to the Legislative Oversight Committee for Educational Accountability.

§18-5B-8. Teacher vacancies in an innovation zone; job postings exceeding certain qualifications and requirements; approval of postings.

A school, group of schools, subdivision or department of a group of schools, or a subdivision or department of a school whose school innovation zone plan has been approved in accordance with section five of this article may make a job posting for a teacher vacancy at the school, the group of schools, the subdivision or department of a group of schools, or the subdivision or department of a school designated as an innovation zone that sets forth standards or qualifications that exceed the standards and qualifications provided in section seven-a, article four, chapter eighteen-a of this code: *Provided,* That teachers in the county approve the job posting by majority vote: *Provided, however,* That the county superintendent administers the vote and the record of the vote remains on file in the personnel office of the county board until the school group of schools, subdivision or department of a group of schools, or a subdivision or department of a school is no longer designated as an innovation zone.

§18-5B-9. Establishment of new innovation zone schools by state institutions of higher education.

(a) A state institution of higher education may establish a new innovation zone school subject to the following:

(1) The school will be under the jurisdiction of the state institution of higher education;

(2) The county board with jurisdiction over the school district in which the new school is planned to be located must approve the establishment of the new innovation zone school;

(3) The state institution of higher education must enter into cooperative agreements with the county board or county boards whose students attend the new innovation zone school. The agreements shall include at least required reporting on student attendance, academic progress and any other matters relating to the administration, operation and support of the school agreed to by institution and the board or boards;

(4) Students attending the school shall be enrolled in a school in their county of residence subject to the policies of the county. The students may participate in extracurricular and cocurricular activities at the county school in which they are enrolled and, subject to the cooperative agreement with the state institution of higher education, participate in curricular activities at the county school in which they are enrolled;

(5) No funds provided to support the planning and implementation of school innovation zones pursuant to this article may be used for a state institution of higher education to establish a new

innovation zone school ; and
(6) A school established in accordance with this section may not be funded with: (1) Moneys appropriated by the Legislature to fund the innovation zone program; or (2) state or county moneys that result from the school aid formula.
(b) The state board shall promulgate a rule, including an emergency rule if necessary, in accordance with article three-b, chapter twenty-nine-a of this code for a state institution of higher education to establish a new innovation zone school . The rule shall include provisions for at least the following:
(1) A process for a state institution of higher education in accordance with this section to apply for designation as innovation zone and for approval of its innovation zone plan that encompasses at least the following:
(A) The manner, time and process for the submission of an application for innovation zone designation and for approval of its innovation zone plan;
(B) The contents of the application; and
(C) Factors to be considered by the state board when evaluating an application and plan, which shall include, but are not limited to, support from parents, students, county board or boards of education, the local school improvement council or councils and school business partners and the potential for a school to be successful as an innovation zone.
(2) A school created by state institution of higher education designated as an innovation zone or seeking designation as an innovation zone in accordance with this section shall develop an innovation zone plan that includes at least the following:
(A) A description of the programs, policies or initiatives the state institution of higher education intends to implement as an innovative strategy to improve student learning if the plan is approved;
(B) The approval of the county board of education with jurisdiction over the school district in which the new school is planned to be or is located and the cooperative agreements with the county board or county boards whose students attend the new innovation zone school;
(C) A list of all county and state board rules, policies and interpretations, and all statutes, if any, identified as prohibiting or constraining the implementation of the plan, including an explanation of the specific exceptions to the rules, policies and interpretations and statutes required for plan implementation;
(D) A policy under which the state institution of higher education and participating county board or boards of education agree to meet the accountability requirements for student assessment under all applicable assessment programs administered by the West Virginia Department of Education and provisions of law or policy required by the No Child Left Behind Act of 2001, Public Law No. 107-110 or other federal law; and
(E) Any other information the state board requires.
(3) Standards for the state board to review applications for designation as innovation zones and to make determinations on the approval of innovation zone plans.
(c) The state board and state superintendent shall review innovation zone applications and plans of a school created by a state institution of higher education in accordance with the standards adopted by the board and shall determine whether to designate it as an innovation zone or approve it plan, as applicable. The state board and state superintendent shall notify an applicant of the board's determination within sixty days of receipt of an innovation zone application and receipt of an innovation zone plan. If the plan is disapproved, the state board and state superintendent shall communicate the reasons for the disapproval to the school and make

recommendations for improving the plan. The school may amend and resubmit the plan to the state board.

(d) Upon the approval of an innovation zone plan by the state board and state superintendent, all exceptions to county and state board rules, policies and interpretations listed within the plan are granted. If an innovation zone plan, or a part thereof, may not be implemented unless an exception to a statute is granted by Act of the Legislature, the state board and state superintendent may approve the plan, or the part thereof, only upon the condition that the Legislature acts to grant the exception. If the state board and state superintendent approve a plan on that condition, the state board and state superintendent shall submit the plan with the request for an exception to a statute, along with supporting reasons, to the Legislative Oversight Commission on Education Accountability. The commission shall review the plan and request and make a recommendation to the Legislature on the exception requested.

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION

SERIES 75
EDUCATION INNOVATION ZONES (3236)

§126-75-1. General.

1.1. Scope. -- This legislative rule authorizes the West Virginia Board of Education (hereinafter WVBE) to designate education Innovation Zones in schools, groups of schools and departments or subdivisions of a school or schools; establishes an application, plan review, approval and amendment process; authorizes exceptions to certain policies, rules, interpretations and statutes; provides for approval of the Innovation Zone plan by certain employees of a school; provides for revocation of designation and plan approval; requires annual report by the WVBE; designates the order in which the WVBE must consider applications; provides for the voluntary transfer of employees; authorizes teacher job postings that exceed certain qualifications and requirements; and provides that a state institution of higher education may establish a school designated as an Innovation Zone, that such school may not receive certain funds; provides the procedure in which a state institution of higher education may apply for and establish an Innovation Zone school; and provides for the approval mechanism for an Innovation Zone school established by a state institution of higher education by the county board and by the WVBE.

1.2. Authority. -- West Virginia Constitution, Article XII, §2, and W.Va. Code §§18-2-5, 18-5B-1, 18-5B-2, 18-5B-3, 18-5B-4, 18-5B-5, 18-5B-6, 18-5B-7, 18-5B-8 and 18-5B-9.

1.3. Filing Date. -- September 24, 2009

1.4. Effective Date. -- October 26, 2009

1.5. Repeal of Former Rule. -- None. This is a new rule.

§126-75-2. Purpose.

2.1. The purpose of this WVBE policy is to provide guidelines for implementation of education Innovation Zones to improve educational performance in a manner that provides greater flexibility from policy and law for principals and teachers to meet the needs of a diverse population of students. This WVBE policy will create the opportunity for information regarding the effects of specific innovative educational strategies on student achievement; and to provide more public school accountability for student achievement as measured by the state assessment programs and local assessment processes identified by the schools.

The entire Policy may be found at the following web address: http://wvde.state.wv.us/policies/.

Summary of Innovation Zone Recommendations for WV Board of Education					
Applicant	**Summary**	**Staff & Students**	**Total Budget Recommended**	**Waiver Requests**	
				WVBE Policy	**WV Code**
Piedmont Elementary	This innovation proposal emphasizes personalized education plans for all students, authentic assessments, student services, student success through learning centers, project based learning, outreach through service learning, relevant learning and technology to create the acronym **"PASSPORT"** for this plan. They are providing students with a "PASSPORT" to educational opportunities for future in a global society. The personalized educational plans will incorporate holistic approaches and will include wellness, interpersonal skills, and civic responsibility.	Pro - 24 Svc - 9 Stu 267	$ 27,798.00	Y	Y
Beverly Elementary	This innovation plan is centered on creating a physically, academically and emotionally safe environment for all learners to foster a culture to positively impact the 21st century learning outcomes and encourage students towards high academic achievement. The entire school will be transformed into a 21st century learning center in which all stakeholders are learners through professional learning communities with students focused on global studies, technology integration and a curriculum that prepares students for their future in a global world. Learning Communities will also be formed with other schools, non-profit organizations and institutions of higher education in West Virginia. The proposal seeks a waiver of policy 2510 to allow teachers to have greater flexibility to work with time, resources and personnel in order to facilitate the instruction of 21st century content and skills.	Pro - 23 Svc - 8 Stu 242	$ 42,500.00	Y	N
Westside Elementary	This innovation proposal is to create a new culture of learning by teaching leadership skills to students, teachers, parents and the community using principals espoused in Steven Covey's books, *The Leader in Me* and *The 7 Habits of Highly Effective People*. The proposal will use a model from a Covey partner school, A.B. Combs Elementary in Raleigh, North Carolina. These two elementary schools will be consolidated next year and their proposal is part of their preparation for that consolidation.	Pro - 33 Svc - 17.5 Stu 403	$ 33,750.00	Y	N
Hometown Elementary	This innovation plan is centered on the design of project-based courses in grades PreK-3rd grade to include robotics, automation and programming (RAP course which is currently utilized in the 4th and 5th grades of the school). A project-based laboratory that is technology-rich and fully integrated to implement these project-based lessons will be planned and designed. Staff development will be focused on enhancing the understanding of child growth and building project-based learning environments using brain research.	Pro - 11 Svc - 5 Stu 115	$ 10,900.00	N	N
Weeling Park High School Extended Year Program for CTE	This innovation desires to provide eighth grade students with the opportunity to attend a four week Career-Technical Extended Year Program during the summer. The goal is to increase enrollment in CTE courses and the number of successful completers. Students could choose career exploration which would provide an elective credit and give them an overview of all the career-technical courses or they could choose a specific career-technical course for more in-depth exploration. This would allow them to have more focus as an incoming freshman. An internship component is also available for students currently enrolled in CTE classes. Interns would spend the four weeks in the summer gaining "real world" experiences.	Pro - 131 Svc - 57 Stu 150	$ 11,172.00	N	N
Putnam County High Schools Consortium	This innovation proposal is a county high school consortium to build a Freshman Transition Program to reduce dropout rates. Each Freshman Transition Program will include data rooms to help freshman teams of educators target and address specific student needs. Freshman teams (professional learning communities) will learn to develop interventions to meet needs of students with the goal of helping students stay in school.	Pro - 254 Svc -72 Stu 2775	$ 24,000.00	N	Y
Berkeley Heights Elementary	This innovation initiative will involve two third grade teachers implementing problem-based learning strategies to advance instructional delivery. The plan encompasses the creation of problem-based learning units of study for reading, language arts, math and spelling based upon the state content standards and objectives of science and social studies. The curriculum integration will seek to eliminate textbooks and utilize novels that enhance the study of science and social studies, laptops, iPods, on-line tools and field trips to deliver instruction.	Pro - 47 Svc 27 Stu 625	$ 9,100.00	Y	N

Summary of Innovation Zone Recommendations for WV Board of Education					
Applicant	**Summary**	**Staff & Students**	**Total Budget Recommended**	**Waiver Requests**	
				WVBE Policy	**WV Code**
Warm Springs Intermediate	This innovation proposal is to create a student friendly zone designated to enhance 21st century learning developing the Warms Springs Learning Café. Imagine a quiet café. You are surrounded by comfy chairs, the kind you just want to fall into and sit for hours on end. Providing a Learning Café would entice a student to read in a beanbag chair at lunch or read while waiting for a bus. It will increase student access to 21st century tools such as virtual field trips.	Pro - 31 Svc - 13 Stu 417	$ 28,255.00	N	N
Lincoln County High School	This innovation will initially impact two sections of Physical Science 9 and Algebra 1. The goal is to create a project based learning environment with an atmosphere of excitement for education while increasing the rigor in the curriculum. The teachers will collaborate to incorporate the goals of 21st Century Learning as well as STEM (Science, Technology, Engineering and Mathematics) while inviting members of the community into the classroom in order to make connections between the concepts taught and the real world. Ultimately, the desire is for the innovation to include all students and teachers.	Pro - 2 Svc - 0 Stu 150	$ 6,990.00	N	N
Cabell County Elementary Schools Consortium	This consortium proposes innovation through the collaboration of eight elementary schools in the study and planning of effective professional learning communities that lead to a fundamental shift in the habits of mind teachers bring to their daily work in the classroom. Schools will customize their own timelines for this collaboration and develop a plan to meaningfully engage students while teachers are engaging in professional learning communities. The student activities will fall into the following categories: mastery of critical skills in reading and math for struggling students, enrichment activities designed to master standards and objectives at a deep level of understanding and/or wellness activities.	Pro - 172 Svc - 31 Stu 2417	$ 50,000.00	Y	N
Cherry River Elementary	This proposal will restructure the school day to provide time for building Professional Learning Community to support and eliminate time as a barrier to increased student learning of the global 21st century curriculum. This restructured day will be supported by using support personnel and community support as instructors to release faculty for collaboration time. Using the Classroom Assessment Network model these PLCs will increase student learning and achievement. The school will collaborate with Kellog and Beverly Elementary schools in this effort.	Pro - 21 Svc - 13 Stu 229	$ 7,625.00	Y	N
Hacker Vally Elementary	This innovation proposal titled *Meaningful Partnership Involvement* will create a four-tiered approach to intergenerational learning. Meaningful relationships will be established between learner and peer; learner and parent/caregiver; and learner and community resource persons. Additionally, equitable looping for students and teachers will provide needed time to establish productive relationships and provide additional time on focused learning.	Pro - 8 Svc - 4 Stu 70	$ 10,850.00	Y	N
Braxton County High School	The innovation zone at Braxton County High School hopes to increase the graduation rate by providing students with additional options and helping them make connections between their course work and post-secondary success. The curriculum will be focused on real world skills necessary for success in the 21st century global economy. The plan refocuses WV's career pathways and allows the high school to implement a more individualized approach. It expands post-secondary preparation opportunities and enables students' greater prospects at real-world skill sets. An implementation model will target the incoming freshman for the 2010-2011 school year.	Pro - 63 Svc - 14 Stu 688	$ 17,320.00	Y	N
Mercer County Technical School	Through Innovation Zone funding, Mercer County Technical Education Center will be transitioning from a career and technical education center to the first technical high school in West Virginia. MCTEC would prepare students for vocation success by integrating core curriculum subjects into career and technical programs of study, resulting in rigorous, specialized curriculum that is relevant to the chosen occupation of individual students. The transition will develop a skilled workforce, decrease the dropout rate, increase career and technical program retention rates, increase program completion rates of technical concentrations, and increase student performance.	Pro - 28 Svc - 5 Stu 850	$ 30,000.00	Y	N

Summary of Innovation Zone Recommendations for WV Board of Education					
Applicant	**Summary**	**Staff & Students**	**Total Budget Recommended**	**Waiver Requests**	
				WVBE Policy	**WV Code**
Belmont Elementary	This school aspires to become a 21st Century Leadership School focusing on student leadership and character education to increase students' individual accountability, build a school culture of continuous improvement for all and raise academic performance levels. The innovation plan includes a partnership and involves mentoring from A.B. Combs Leadership Magnet School in Raleigh, North Carolina. Teachers will utilize alternative models of assessment for learning to include data journals, electronic portfolios and student-led conferences. All school personnel will be engaged in professional development centered on leadership model development, best practices, professional learning communities, assessment for learning and data disaggregation. The school seeks a waiver to implement instructional blocks to utilize more integration, intervention and differentiated instruction in all subject areas without time constraints.	Pro - 20 Svc - 11 Stu 218	$ 45,000.00	Y	N
Page Jackson Elementary	This innovation proposal is a collaborative effort with a community doctor and West Virginia University to pilot a multi-use trail along with a flower and vegetable garden at the school. They plan to contract with Canaan Valley Institute to develop the landscape and architectural design. This holistic plan will incorporate a built environment that will allow for physical activity, garden education and curriculum development while instilling the joy of movement.	Pro - 38 Svc - 20 Stu 525	$ 6,915.00	N	N
Nellis Elementary	The Wildcat Model innovation centers on building a year-round program involving the entire school community in a unique approach combining rigorous academic practices enriched by the integration of a wide variety of physical activities and cultural experiences. The proposal seeks to engage and motivate students leading to improved student academic achievement. The students, as well as the entire Nellis community will develop life-long skills for health and well-being that will transform the culture and learning environment. The innovation will be presented by developing an environment that creates the interest and excitement of a summer camp, with the support of the family while focusing on *core academic learning* as well as *stretch learning* to include participation in challenging and specialized courses.	Pro - 15 Svc - 7 Stu 104	$ 43,825.00	Y	Y
Cameron Elementary & Cameron High School	This innovation proposal involves two schools working collaboratively to study the possible implementation of a modified calendar in order to increase learning time and improve the academic achievement of the students. There is a comprehensive representation of stakeholders involved in this proposal.	Pro - 65 Svc - 27 Stu 750	$ 49,000.00	N	N
Cabell County Secondary Schools Consortium	At the heart of this innovation is the desire to personalize the high school experience by differentiating graduation requirements and providing flexibility in the way students earn their high school credits. Ninth and tenth grade students will be provided a core curriculum infused with 21st century learning skills that will build a firm foundation upon which to progress through the upper grades. Students who struggle with critical skills will have opportunities for direct instruction in reading and math within the school day. Credit recovery will be embedded into the school day allowing students to repeat coursework and demonstrate proficiency via PLATO. Once the students are firmly grounded in the core curriculum, they will have the option to pursue different pathways towards graduation. Some of these pathways will include on-line options, internships, embedded content in a CTE class, and various other extended learning opportunities.	Pro - 246 Svc - 83 Stu 3472	$ 45,000.00	Y	Y
Total RECOMMENDED applications			**$ 500,000.00**		

Local

Better than charter schools?

Alternatives mean state probably can get federal education funds

By Davin White
Staff writer

State education leaders say West Virginia's lack of charter schools shouldn't hurt the state's application for a piece of $4.35 billion in federal education money, because the state has alternatives that might be better than charter schools.

On Monday, The Associated Press raised questions about whether states without charter schools would fare poorly in their bids for Race to the Top funds. President Obama and U.S. Education Secretary Arne Duncan are proponents of charter schools.

West Virginia is one of 11 states without charter schools. State law neither allows nor forbids them, state Board of Education member Lowell Johnson said.

But Johnson believes charter schools themselves might take a back seat to other methods, as long as "what you can do is innovative and ... shows you can improve student achievement."

Johnson is also president-elect of the National Association of State Boards of Education, an Arlington, Va.-based organization that exists to strengthen state school boards as the primary policymaking bodies for students.

At a June meeting in Washington, D.C., Johnson spoke to officials from the White House and the U.S. Department of Education. He said they indicated that West Virginia's proposed "innovation zones" seem a satisfactory alternative to charter schools.

Innovation zones will allow teachers more flexibility to try new, research-based teaching methods. The basic structure of the school day and calendar could also be reworked, if 80 percent of a school's staff agrees to the changes.

> "[Charter schools themselves might take a back seat to other methods, as long as] what you can do is innovative and ... shows you can improve student achievement."
>
> LOWELL JOHNSON
> Member, state Board of Education

In the upcoming school year, staff can apply for their schools to become innovation zones, Karen Huffman, special assistant to State Superintendent Steve Paine, said last month. Schools could receive money, technical help, and waivers of state policy to test their innovative ideas, Paine said.

"But it has to be research-based," he said. "It has to be tried and tested."

Ten schools will be picked as innovation zones by February.

Charter schools were created to improve student achievement, and often receive public funds but operate independently of local or state boards of education.

For example, charter schools might extend the school day or the school calendar to help students make gains. Authority and oversight is granted to those who run the charter school, Johnson said.

"I think that about anything you could do under a charter school you can propose through the innovation zones," said Judy Hale, president of the West Virginia Federation of Teachers.

The difference is that state and local school boards will still oversee the innovation zones, although many rules would be waived.

Hale pointed to a Stanford University study released in June that she called "very damaging" to the charter-school movement. Researchers with Stanford's Center for Research on Education Outcomes found that students in charter schools are not faring as well as children in traditional public schools.

Still, Hale admits that many charter schools around the country succeed. Johnson and Paine agreed.

SEE SCHOOLS, 2C

SCHOOLS

FROM PAGE 1C

"My reading on charter schools is it's a mixed bag," Paine said.

Johnson expects other efforts from the state Board of Education will bolster its application for the federal money. Those include developing a set of rigorous, common standards that align with how children perform around the world, better tracking each student's achievement or difficulty in school, and redesigning the structure of high schools.

Also, Duncan supports rewarding teachers whose students have made gains. According to Paine, Duncan wants states to boil down several factors to better evaluate student performance data and how a teacher affects that performance.

Paine and Hale both support a "career ladder" method of rewarding teachers — as long as people can agree on what steps a teacher must take to be rewarded.

Paine said the national teachers unions have successful models that "we can learn from," and would first discuss the career ladder with Hale and others in their state organizations.

"You've got to have people at the table and you've got to discuss the issues," he said.

Reach Davin White at davinwhite@wvgazette.com or 304-348-1254.

NEWS

Wednesday September 23, 2009

Board OKs school 'innovation zones'

by Zack Harold
Daily Mail staff

West Virginia schools are one step closer to becoming "innovation zones" thanks to a state Board of Education ruling.

At a conference call meeting Wednesday, board members voted unanimously to accept policy 3235, "Education Innovation Zones."

The policy, which goes into effect Oct. 26, provides guidelines on how the zones will be set up and allows schools, groups of schools, and departments of schools to apply for an "innovation zone" status.

Donna Pedeuto, coordinator of the state Department of Education's Innovation Zone Initiative, said the zones will give schools an opportunity to "envision what they would want their schools to look like" if they didn't have to abide by state and county policies.

Innovation zones will be able to alter almost anything about their day-to-day operations, but cannot request exemptions from policies set up by the No Child Left Behind Act and other federal education mandates, or certain state codes.

Schools can request to rearrange their schedules, boost hiring requirements for teachers, make curriculum more rigorous and relevant, devote more of the school day to issues like personal wellness and global awareness, and give teachers more freedom to approach their class' state-mandated curriculum the way they see fit.

"This is all about teacher voice coming out," Pedeuto said.

Earlier this month Eric Hirsch, director of special projects for the New Teacher Center, presented a survey to the state Board of Education showing that only 46 percent of West Virginia teachers feel involved in the decision-making process that affects students' education.

Pedeuto said the zones "will really help change" teachers' perceived lack of involvement.

Applicants must specify which exemptions they're seeking. In order for changes to be made to school policy, however, 80 percent of affected faculty must approve.

West Virginia first lady and state board member Gayle Manchin wondered if requiring that high of an approval rating would stifle the creativity innovation zones are supposed to foster. Manchin said policy alterations could end up being "little twists to what already exists" instead of big, productive changes.

Schools can obtain applications starting Oct. 1 at http://wvde.state.wv.us/innovationzones. They have until Dec. 29 to file them.

In January, the state board's innovation zones selection committee will review the applications and make recommendations to State School Superintendent Steven Paine and the rest of the board.

Schools or groups of schools chosen as innovation zones will receive from $5,000 to $50,000 in grant money to study and plan for the zones' implementation.

The West Virginia Legislature passed a bill over the summer allowing the state board of education to develop regulations for designating, selecting, and implementing the zones.

The innovation zones are part of the state's efforts to get some of the U.S. Department of Education's $4.35 billion "Race to the Top" fund, meant to increase student performance and close achievement gaps.

The fund-the government's largest school reform investment ever-will be handed out to states based on four criteria categories: standards and assessments, implementing data systems to measure student achievement and improve instruction, improving teachers and administrators, and improving underperforming schools.

There will be two phases for applying for Race to the Top funding. Phase 1 will open later this year and Phase 2 will open in Spring 2010.

Phase 1 funding will be granted in early 2010, while Phase 2 money will be handed out in September 2010. States denied funding in Phase 1 are still eligible to apply in Phase 2.

Contact writer Zack Harold at 304-348-7939 or zack.har...@dailymail.com.

COMMENTS (0) ON "BOARD OKS SCHOOL 'INNOVATION ZONES"

POST COMMENT

West Virginia

Race to the Top Application

Section VII: Competition Priorities

Submitted to the U.S. Department of Education

January 2010

Section VII: COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Competitive Preference Priority 2: Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

In 2009, the West Virginia Department of Education (WVDE) engaged business, industry, government, and education leaders across the state to create a STEM Coalition. The STEM Coalition is an advisory council dedicated to help us identify, plan, and advocate for programs

that address science, technology, engineering, and mathematics (STEM) for students in West Virginia and to ensure that our STEM efforts are sustainable.

Through Race to the Top initiatives, we will build upon a foundational network of organization and programs that include the following: Project Lead the Way, Globaloria, Math Science Partnership, Math County Leadership teams, Science with Inquiry Modules pilot, Problem-Based Learning Units, techSTEPS, National Science Teachers Association science packs, geographic information systems State site license, robot Algebra project, college transition math course, environmental literacy, and our STEM coalition to create STEM content academies designed to increase teacher content knowledge and integration of 21st century skills at every programmatic level. Through the revision of policy, West Virginia revised and implemented rigorous Mathematics and Science Content Standards and Objectives (CSOs), requiring all K–12 science courses to have 50 percent hands-on activities in the classroom and revised Career Technical Education (CTE) CSOs to emphasize applied mathematics skills that align with industry standards for science and technology. The state's RTTT application will support students reaching the readiness level established by the Common Core and being prepared for non-remedial college mathematics and training programs for career-level jobs. All students entering STEM fields will reach the readiness level by grade 10 or 11. Students will then have a variety of upper level math courses (virtual or face-to-face) to prepare them for success in their chosen STEM pathway. As a result of the state's development of rigorous math and science CSOs, WVDE has developed and added these additional courses above Algebra II: Algebra III, College Transition Math, Conceptual Math, Integrated Math I-IV, and Probability and Statistics.

WVDE will continue to coordinate and expand partnerships with West Virginia University and Marshall University Schools of Engineering to offer Project Lead the Way, a pre-engineering program presently in 14 high schools and two middle schools. Project Lead the Way will provide struggling schools strong focus on mathematics and science to improve the academic outcomes of their students.

Race to the Top will place an emphasis on preparing teachers for critical shortages in mathematics and science. Partnering with higher education, WVDE will strengthen teacher preparation programs, develop alternate routes to certification in STEM subject areas, and build teachers' content expertise to improve mathematics and science achievement statewide.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes
(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Invitational Priority 3 – Innovations for Improving Early Learning Outcomes

West Virginia is committed to ensuring that all students are prepared for elementary school when they enter kindergarten. To support that commitment, the Legislature has funded full-day kindergarten statewide since 1993. Because prekindergarten programs nationwide have been successful in increasing rates of school readiness and eliminating gaps in readiness among racial/ethnic and socioeconomic subgroups, WVDE further strengthened our commitment to school readiness in 2002 when the Legislature created law that called for the expansion of preschool education to all 4-year-olds in the state by the beginning of the 2012–13 school year. Our universal prekindergarten system now offers prekindergarten programs in all school districts across the state. During the past year, West Virginia has increased enrollment to 13,878 students, representing a 97 percent increase in enrollment since 2003–04. WVDE is working closely with districts to scale up the program to ensure that there are a sufficient number of prekindergarten classrooms meeting the state's high-quality standards. The SEA funds this ambitious initiative by leveraging state dollars with federal funds from Head Start, Individuals with Disabilities Education Act (IDEA), Title I, and Title II.

In recognition of our statewide efforts to improve early childhood education, the National Institute for Early Education Research at Rutgers University identified West Virginia as a national leader in its annual report, *The State of Preschool*, in 2008. In the report, West Virginia ranked 6th in the nation for access for 4-year-olds in a state-funded prekindergarten program; 7th

in the nation for access for 3-year-olds in a state-funded prekindergarten program; and 12th in the nation for state spending per child in a state-funded prekindergarten program. West Virginia also met 7 of the identified 10 quality standards for a high-quality state-funded prekindergarten program. These standards include, but are not limited to, teacher specialized training in prekindergarten, comprehensive early learning standards, and class size. During the next five years, WV will strive to meet all 10 standards.

Our early childhood programs are considered high-quality programs because they have four essential components; they are: (1) connected to other state programs, (2) based on standards, (3) led by trained teachers and leaders, and (4) driven by data. First, we strive to make connections across state agencies through the Partners Implementing an Early Care and Education System (PIECES) Advisory Council. Through PIECES, we coordinate programs led by the West Virginia Department of Education, the Department of Health and Human Resources, and initiatives of Governor Joe Manchin III—such as Kids First, which provides health care for uninsured children. This coordination allows us to offer young children a variety of supports related to school readiness, health, and social/emotional needs.

Second, all prekindergarten classrooms are required to adopt and implement the West Virginia Early Learning Standards Framework, a document that outlines standards for high-quality prekindergarten programs. The WVDE developed a PK–12 Framework for Literacy, which all struggling schools throughout the state are required to implement to increase rates of student readiness for kindergarten. During the next five years, WVDE will leverage funds from the 21st Century Community Learning Centers program to provide additional support for early literacy instruction.

Third, our programs have quality teachers and leaders. To educate school leaders about the early childhood standards, we offer prekindergarten leadership training on early childhood programs and assessments for school leaders. Teacher quality also is critical. Currently 70 percent of our early childhood programs are housed in schools and led by certified teachers. To increase the quality of all of our early childhood teachers, by 2013 we will require that lead teachers in community programs complete at least a bachelor's degree. During Race to the Top, we will further strengthen teacher quality by increasing the requirements for teacher assistants and

providing comprehensive professional development to meet the various needs of the array of educators, administrators and families in West Virginia's prekindergarten programs.

Fourth, we use data to monitor the quality of our early childhood programs. In order to constantly monitor program quality, we administer the Early Childhood Environment Rating Scale and use the data from that instrument to drive program improvements. Moving forward, WVDE plans to implement two initiatives to improve our data use. First, WV will work collaboratively with other states—such as Maryland, a national leader, to refine a definition for school readiness and a process to measure school readiness. Data from this assessment process can be used to improve the quality of our prekindergarten programs and to ensure that we are meeting our goal to improve school readiness. Second, WV will improve the quality of our data system by linking our K–12 system with the Department of Health and Human Resources (DHHR). In this way, the state can make connections between children receiving prekindergarten services and children who received services through DHHR's Birth to Three programs so we can identify subgroups of our student population who need extra assistance in the transition to prekindergarten and the transition from prekindergarten to kindergarten. This comprehensive data system will help us guide the future development of programs that target needy subgroups with interventions focused on improving their school readiness: cognitively, socially, and emotionally.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Invitational Priority 4: Expansion and Adaptation of Statewide Longitudinal Data Systems

The West Virginia Department of Education began building a statewide longitudinal data system (SLDS) almost 20 years ago. When the SLDS was built, its primary focus was the collection and reporting of data for operational and accountability purposes. During the last several years, we have committed to expand and adapt the SLDS to provide data that drive change at the classroom level; we arm students, parents, teachers, and administrators with the data they need to make informed decisions and systemically manage continuous improvement processes. West Virginia plans to expand and adapt the SLDS during the next four years through the following actions:

- **Make the connections necessary to include early childhood data in SLDS.** The West Virginia Department of Education has developed a partnership with the Department of Health and Human Resources (DHHR) to gather early childhood education data. DHHR maintains records on children receiving prekindergarten services through its Birth to Three programs. These data will provide us with information necessary to provide students entering our prekindergarten program with specialized supports. From the analysis of these data, we will identify subgroups of our student population who need extra assistance in the transition to prekindergarten and the transition from prekindergarten to kindergarten. These data will guide the development of programs that target needy subgroups with interventions focused on improving their school readiness.
- **Make the connections necessary to include postsecondary data in SLDS.** The West Virginia Department of Education has developed a partnership with the Higher Education Policy Commission (HEPC) and the Department of Labor's Workforce Division to gather postsecondary data. HEPC maintains all public higher education data and will provide West Virginia with access to data from the National Student Clearinghouse, allowing us to track college enrollment and completion for our students in institutions across the country. The Department of Labor's Workforce Division collects wage records from employers, which will allow us to track if our students are employed and the wages they

earn. These data will provide us with information necessary to identify subgroups of our student population that need extra assistance during elementary and secondary schooling. From the analysis of these data, we will develop programs that target low-performing subgroups of students. These interventions will build student awareness of how to prepare for college and careers and provide students with the practical knowledge they need to be ready for college and careers.

- **Include benchmark and formative assessment data in SLDS.** It is imperative that schools and instructional leaders have access to formative data so they have early indicators of educational failure and can make timely corrections to prevent decline in student achievement. Benchmark and formative assessment data currently exist in West Virginia, but they are not linked to SLDS. By the end of Year 2 of the grant, these data will be included in SLDS and will be accessible to stakeholders.
- **Develop a Comprehensive Early Warning System.** The West Virginia Department of Education will create a Comprehensive Early Warning System that will provide multiple stakeholders with rapid-time feedback loops so they can use actionable data to promote early intervention decisions related to student achievement. The Comprehensive Early Warning System will focus on the student, teacher, and school at-risk indicators related to educational failure. A Student Early Warning System will provide educators at the school and district levels with data on a variety of indicators that identify specific students who are at risk of educational failure so these students can be connected to the appropriate services, supports, or interventions that will help them be successful. A Teacher and Leader Early Warning System will provide educators at the school and district levels with data that identify teachers and leaders who are at risk of becoming ineffective so they can be connected to the appropriate professional development to get them back on track. Indicators will tie to data collected through the Teacher E-Portfolio. A School Early Warning System will provide state and district leaders with a set of early warning signs indicating the schools that are at risk of becoming struggling schools so these leaders can become more proactive in their intervention efforts. Indicators will include evidence related to teacher and leadership effectiveness.

By taking these steps to expand and adapt our SLDS, we will provide a foundation for the educational system in West Virginia to be proactive and responsive to student needs through a

continuous improvement cycle. The available data will answer important questions related to policy, practice, and overall effectiveness that drive education reform in West Virginia.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Invitational Priority 5 – P–20 Coordination, Vertical and Horizontal Alignment

West Virginia is committed to developing a seamless P–20 system that will enable us to ensure that all of our students remain in the educational pipeline and graduate prepared for the global economy of the 21st century. We have several pieces of a P–20 system currently in place, and we will further strengthen that foundation through Race to the Top.

The first essential step in designing a P–20 system is the development of a mechanism to coordinate the stakeholder groups at various levels of the education system. This structure to facilitate P–20 coordination is already in place through the 21st Century Jobs Cabinet of West Virginia, which was created in 2006 by Governor Joe Manchin III. This Cabinet focuses on promoting a seamless education system that connects every level of education from early childhood to graduate study and encompasses job training and lifelong learning—enhancing and supporting the state's job creation and economic development efforts. The Cabinet includes the Secretary of the Department of Education and the Arts, the State Superintendent of Schools, the Chief Executive

Officer for the Center for Professional Development, the Chancellor of Higher Education, the Chancellor for Community and Technical College Education, the Commissioner of the Bureau for Children and Families, the Executive Director of the West Virginia Development Office, the Director of WORKFORCE West Virginia, and other key stakeholders across the state. The Cabinet has worked together on educational issues such as improving the preparation, retention, and professional development of educators at all levels; creating the West Virginia career pathways model; and ensuring the integration of vocational and technical education and career counseling into all levels of education.

After the stakeholders are coordinated, data from each level of the system must be connected in a comprehensive P–20 data system that allows us to track students over time, particularly at key transition points. We must have access to data that tell us how our students perform before they enter prekindergarten at age 4 and after they transition from high school to postsecondary education and the workforce. This information will inform how we improve core instructional practices and school support systems to ensure that students have the foundation to be successful throughout elementary, middle, high school, and beyond. In order to enable us to fill the gaps in our current longitudinal data system and to develop a high-quality P–20 system, Governor Manchin has dedicated $5 million of West Virginia's State Fiscal Stabilization Funds (SFSF) toward expanding the state's P–20 longitudinal data system. We will combine funding from Governor Manchin with Race to the Top dollars in order to link critical information from many sources, including K–12 student achievement data from the West Virginia Department of Education, postsecondary data from the Higher Education Policy Commission, workforce data from the Department of Labor's Workforce Division, early childhood data from the Department of Health and Human Resources, and data from other state agencies.

Finally, collaboration will be essential to our efforts to build a streamlined P–20 system. We will collaborate both within our state and across states to share best practices. Within West Virginia, leaders from the West Virginia Department of Education will convene representatives from the Higher Education Policy Commission and the Partners Implementing an Early Care and Education System (PIECES) Advisory Council to ensure that the new Common Core Standards are aligned with early childhood programs focusing on school readiness at one end of the spectrum and with high school exit criteria and college entrance requirements at the opposite end. As one example of

our past success with connections across agencies within the state, West Virginia used Tech Prep funding to create the Earn a Degree, Graduate Early (EDGE) program as one way to support transitions between high schools and institutions of higher education. During the 2008–09 school year, 61,473 students took more than 356 courses at institutions of higher education in West Virginia. During Race to the Top, we are committed to build on this success.

We recognize that our work to improve college and career readiness will be further supported if we join forces with other states. To that end, we have joined the State College and Career Readiness Initiative of the Southern Regional Education Board (SREB). SREB will work with us collaboratively to examine our current level of college and career readiness and to develop and implement an action plan to strengthen college and career readiness in West Virginia. By coordinating our stakeholders, connecting our data, and collaborating with partners both within and outside of West Virginia, we are confident we can build a seamless P–20 system that will improve student outcomes across the educational pipeline.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages
(Enter text here.) Not Applicable

West Virginia

Race to the Top Application

Section VIII: Budget

Submitted to the U.S. Department of Education

January 2010

West Virginia Race to the Top

Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1. Personnel	$1,117,671	$1,445,143	$1,448,833	$1,062,161	$5,073,808
2. Fringe Benefits	$206,306	$223,543	$223,148	$158,149	$811,146
3. Travel	$733,450	$1,489,450	$1,425,450	$1,042,200	$4,690,550
4. Equipment					$0
5. Supplies	$22,000	$152,000	$164,000	$152,000	$490,000
6. Contractual	$2,952,400	$3,110,000	$3,092,000	$2,390,600	$11,545,000
7. Training Stipends					$0
8. Other	$1,536,000	$5,865,500	$5,162,500	$3,594,500	$16,158,500
9. Total Direct Costs (lines 1-8)	**$6,567,827**	**$12,285,636**	**$11,515,931**	**$8,399,610**	**$38,769,004**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs	$550,000	$550,000	$550,000	$550,000	$2,200,000
13. Total Costs (lines 9-12)	**$7,117,827**	**$12,835,636**	**$12,065,931**	**$8,949,610**	**$40,969,004**
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	$7,117,827	$12,835,636	$12,065,931	$8,949,610	$40,969,004
15. Total Budget (lines 13-14)	**$14,235,654**	**$25,671,272**	**$24,131,862**	**$17,899,220**	**$81,938,008**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Structure for West Virginia Race to the Top Grant

The West Virginia Department of Education (WVDE) has identified key actions aligned with the four Race to the Top assurance areas and connected to our statewide goals to improve numeracy, literacy, graduation rates, 21st century skills, and college and career readiness for all students. These key actions are outlined in Appendix A-5 and discussed in detail throughout this Race to the Top grant. Our Race to the Top budget is structured into 19 project-level budgets that will allow us to complete these key actions during the four-year grant period. An outline of the project-level budgets is included below with the associated page number for the Project-Level Budgets section of this application.

List of Project-Level Budgets

Project Name	Page Number
RTTT Program Oversight	6
Common Core Alignment	14
Equitable Distribution Pilots	24
Expansions of PLCs	30
Learn 21	33
Modifications to Teach 21 and Electronic Strategic Plan	37
Non-IHE Alternative Routes	42
Reforming Teacher and Leader Performance Assessment System	47
Revise Educator Preparation Program	53
Standards and Assessments Evaluation	58
Standards and Assessments Goal 1	62
Standards and Assessments Goal 4	69
STEM Alternative Route	75
Turning Around the Lowest-Achieving Schools: Goal 1 – Building Capacity	81
Turning Around the Lowest-Achieving Schools: Goal 3 – Comprehensive Systems of Support	90
System of Support	96
Teacher E-portfolio	103
Teacher Performance Assessment Consortium	107
TTT Scale Up	117

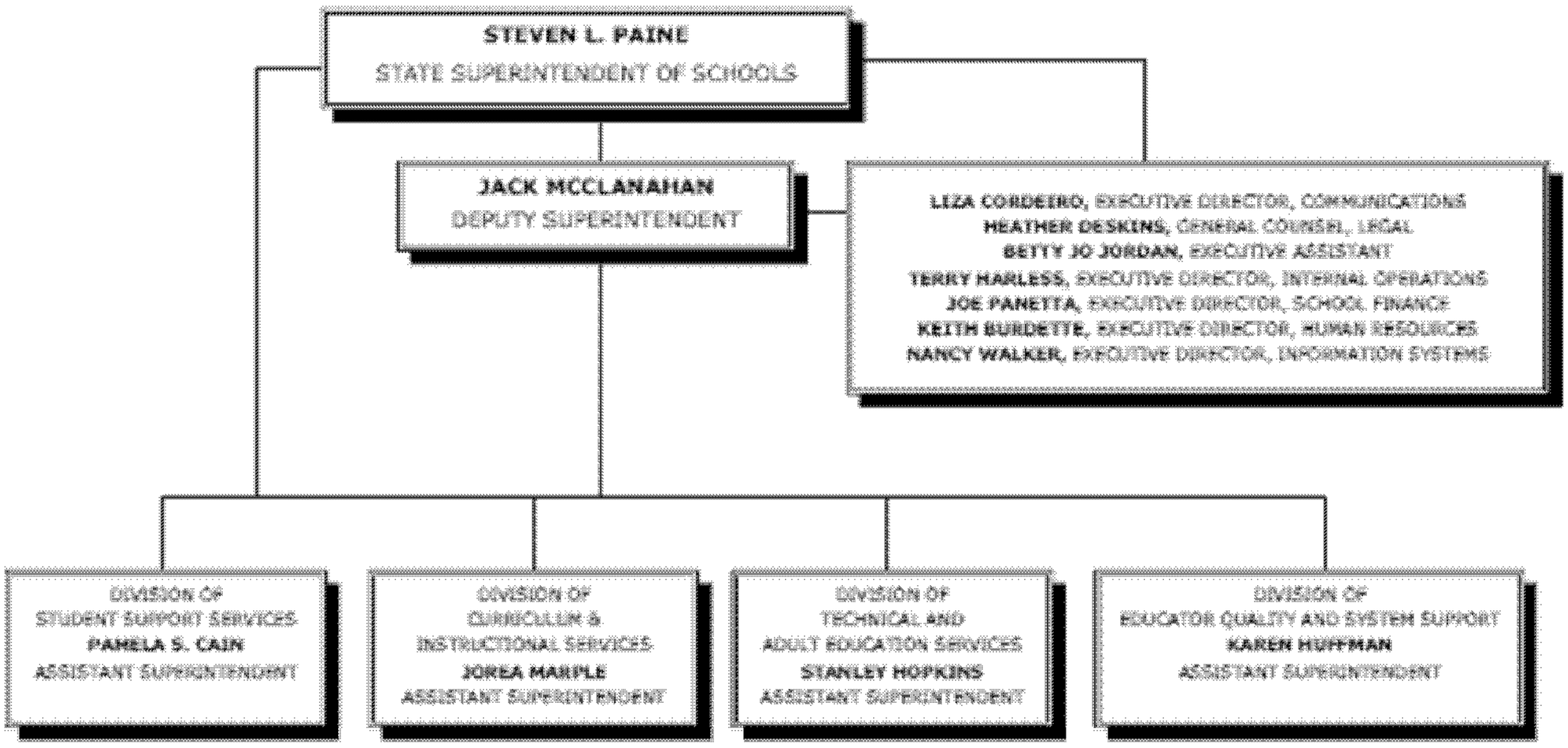
Rational for Management and Organization of Project-Level Budgets

WVDE will utilize existing SEA staff for these Race to the Top projects. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and

over ten years experience. When Race to the Top funds are secured, we will assign the management of these projects to the senior executive staff (see Figure 1. WVDE Organizational Chart). Where necessary we will assign current staff either full time or part-time to these responsibilities. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

In addition, we have requested Race to the Top funding for a Project Director in the RTTT Program Oversight project-level budget. This person will be responsible for overseeing all Race to the Top implementation efforts. The director will report to the State Superintendent and will ensure implementation efforts are coordinated across all departments.

Figure 1. WVDE Organizational Chart



Coordination with Other Federal and Local Funds

The activities outlined in our Race to the Top application and supported by the budget will leverage several Federal funding sources, including 1003(g) School Improvement Grants, the Statewide Longitudinal Data Systems grant (if funded), Title I and Title II funds, Perkins funds, Head Start funds, and Individuals with Disabilities Education Act (IDEA) funds. Coordination with these other funding sources are noted throughout the narrative of our application.

Relative Share of Race to the Top Grant for Participating LEAs (Line 14)

Table 1 below outlines the amount of funding to be subgranted to participating LEAs based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year as required under section 14006(c) of the ARRA.

Table 1. Annual and Four-Year Race to the Top Allocations by LEA

Local Education Agency (LEA)	TITLE I %	Annual Allocation	Four-Year Allocation
BARBOUR COUNTY SCHOOL DISTRICT	1.1%	$ 110,911	$ 443,645
BERKELEY COUNTY SCHOOL DISTRICT	3.3%	$ 341,502	$ 1,366,009
BOONE COUNTY SCHOOL DISTRICT	1.5%	$ 154,602	$ 618,409
BRAXTON COUNTY SCHOOL DISTRICT	1.3%	$ 130,152	$ 520,608
BROOKE COUNTY SCHOOL DISTRICT	0.8%	$ 78,121	$ 312,485
CABELL COUNTY SCHOOL DISTRICT	5.2%	$ 533,931	$ 2,135,724
CALHOUN COUNTY SCHOOL DISTRICT	0.5%	$ 54,144	$ 216,575
CLAY COUNTY SCHOOL DISTRICT	1.2%	$ 118,094	$ 472,377
DODDRIDGE COUNTY SCHOOL DISTRICT	0.4%	$ 42,075	$ 168,302
FAYETTE COUNTY SCHOOL DISTRICT	3.4%	$ 350,757	$ 1,403,030
GILMER COUNTY SCHOOL DISTRICT	0.4%	$ 40,617	$ 162,468
GRANT COUNTY SCHOOL DISTRICT	0.5%	$ 55,129	$ 220,516
GREENBRIER COUNTY SCHOOL DISTRICT	1.7%	$ 174,937	$ 699,749
HAMPSHIRE COUNTY SCHOOL DISTRICT	1.3%	$ 128,703	$ 514,813
HANCOCK COUNTY SCHOOL DISTRICT	1.1%	$ 109,206	$ 436,824
HARDY COUNTY SCHOOL DISTRICT	0.5%	$ 50,206	$ 200,822
HARRISON COUNTY SCHOOL DISTRICT	4.3%	$ 441,706	$ 1,766,822
JACKSON COUNTY SCHOOL DISTRICT	1.3%	$ 133,383	$ 533,533
JEFFERSON COUNTY SCHOOL DISTRICT	1.1%	$ 109,857	$ 439,429
KANAWHA COUNTY SCHOOL DISTRICT	10.2%	$ 1,041,572	$ 4,166,288
LEWIS COUNTY SCHOOL DISTRICT	1.0%	$ 101,240	$ 404,960
LINCOLN COUNTY SCHOOL DISTRICT	1.9%	$ 197,015	$ 788,058
LOGAN COUNTY SCHOOL DISTRICT	3.1%	$ 313,039	$ 1,252,157
MARION COUNTY SCHOOL DISTRICT	2.6%	$ 266,596	$ 1,066,386
MARSHALL COUNTY SCHOOL DISTRICT	1.6%	$ 167,942	$ 671,770
MASON COUNTY SCHOOL DISTRICT	1.4%	$ 142,136	$ 568,544
MCDOWELL COUNTY SCHOOL DISTRICT	4.4%	$ 454,016	$ 1,816,066
MERCER COUNTY SCHOOL DISTRICT	4.1%	$ 423,968	$ 1,695,873
MINERAL COUNTY SCHOOL DISTRICT	1.3%	$ 131,695	$ 526,778
MINGO COUNTY SCHOOL DISTRICT	2.8%	$ 288,373	$ 1,153,490
MONONGALIA SCHOOL DISTRICT	2.2%	$ 228,155	$ 912,620
MONROE COUNTY SCHOOL DISTRICT	0.6%	$ 56,859	$ 227,434
MORGAN COUNTY SCHOOL DISTRICT	0.5%	$ 50,356	$ 201,423
NICHOLAS COUNTY SCHOOL DISTRICT	1.5%	$ 152,712	$ 610,846
OHIO COUNTY SCHOOL DISTRICT	2.0%	$ 201,400	$ 805,599
PENDLETON COUNTY SCHOOL DISTRICT	0.2%	$ 23,109	$ 92,435

PLEASANTS COUNTY SCHOOL DISTRICT	0.2%	$	22,948	$	91,792
POCAHONTAS SCHOOL DISTRICT	0.4%	$	40,133	$	160,533
PRESTON COUNTY SCHOOL DISTRICT	1.5%	$	151,117	$	604,467
PUTNAM COUNTY SCHOOL DISTRICT	1.4%	$	142,745	$	570,981
RALEIGH COUNTY SCHOOL DISTRICT	4.5%	$	460,044	$	1,840,178
RANDOLPH COUNTY SCHOOL DISTRICT	1.7%	$	176,255	$	705,018
RITCHIE COUNTY SCHOOL DISTRICT	0.5%	$	52,558	$	210,230
ROANE COUNTY SCHOOL DISTRICT	1.1%	$	112,950	$	451,801
SUMMERS COUNTY SCHOOL DISTRICT	1.0%	$	102,904	$	411,617
TAYLOR COUNTY SCHOOL DISTRICT	0.9%	$	88,204	$	352,818
TUCKER COUNTY SCHOOL DISTRICT	0.3%	$	31,895	$	127,579
TYLER COUNTY SCHOOL DISTRICT	0.5%	$	54,219	$	216,878
UPSHUR COUNTY SCHOOL DISTRICT	1.6%	$	161,026	$	644,104
WAYNE COUNTY SCHOOL DISTRICT	2.8%	$	284,864	$	1,139,457
WEBSTER COUNTY SCHOOL DISTRICT	1.1%	$	112,674	$	450,698
WETZEL COUNTY SCHOOL DISTRICT	0.9%	$	90,077	$	360,309
WIRT COUNTY SCHOOL DISTRICT	0.4%	$	38,857	$	155,428
WOOD COUNTY SCHOOL DISTRICT	5.0%	$	511,647	$	2,046,588
WYOMING COUNTY SCHOOL DISTRICT	2.0%	$	208,915	$	835,659
TOTAL Subgranted to Participating LEAs	**-**	**$**	**10,242,251**	**$**	**40,969,004**

RTTT Program Oversight

Budget Part II: Project-Level Budget Table **Project Name:** RTTT Program Oversight **Associated with Criteria:** A. State Success Factors **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$81,325	$82,952	$84,611	$86,303	$335,191
2. Fringe Benefits	$24,398	$24,886	$25,383	$25,891	$100,558
3. Travel	$31,500	$31,500	$31,500	$31,500	$126,000
4. Equipment					$0
5. Supplies	$10,000	$10,000	$10,000	$10,000	$40,000
6. Contractual	$600,000	$600,000	$600,000	$600,000	$2,400,000
7. Training Stipends					$0
8. Other	$6,000	$6,000	$6,000	$6,000	$24,000
9. Total Direct Costs (lines 1-8)	**$753,223**	**$755,338**	**$757,494**	**$759,694**	**$3,025,749**
10. Indirect Costs*					$0
11. Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$753,223**	**$755,338**	**$757,494**	**$759,694**	**$3,025,749**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: RTTT Program Oversight

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Program Director	The program director will be responsible for overseeing all Race to the Top implementation efforts. The director will report to the State Superintendent and will ensure implementation efforts are coordinated across all departments.	100%	$81,325	$81,325

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Program Director	The program director will be responsible for overseeing all Race to the Top implementation efforts. The director will report to the State Superintendent and will ensure implementation efforts are coordinated across all departments.	100%	$82,952	$82,952

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Program Director	The program director will be responsible for overseeing all Race to the Top implementation efforts. The director will report to the State Superintendent and will ensure implementation efforts are coordinated across all departments.	100%	$84,611	$84,611

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
Program Director	The program director will be responsible for overseeing all Race to the Top implementation efforts. The director will report to the State Superintendent and will ensure implementation	100%	$86,303	$86,303

	efforts are coordinated across all departments.			

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
Travel for Director (RTTT-Technical Assistance Meetings)	4	$1,000	$4,000
Travel for Director and staff (Travel within West Virginia related to implementation oversight)	100	$200	$20,000
Travel for convening stakeholders	30	$250	$7,500

Year 2

Travel	# Trips	$ Per Trip	Total
Travel for Director (RTTT-Technical Assistance Meetings)	4	$1,000	$4,000
Travel for Director (Travel within West Virginia related to implementation oversight)	100	$200	$20,000
Travel for convening stakeholders	30	$250	$7,500

Year 3

Travel	# Trips	$ Per Trip	Total
Travel for Director (RTTT-Technical Assistance Meetings)	4	$1,000	$4,000
Travel for Director (Travel within	100	$200	$20,000

West Virginia related to implementation oversight)			
Travel for convening stakeholders	30	$250	$7,500

Year 4

Travel	# Trips	$ Per Trip	Total
Travel for Director (RTTT-Technical Assistance Meetings)	4	$1,000	$4,000
Travel for Director (Travel within West Virginia related to implementation oversight)	100	$200	$20,000
Travel for convening stakeholders	30	$250	$7,500

4. Equipment

Not applicable

5. Supplies

Year 1

Supplies	Total
Supplies and materials for convening stakeholders	$10,000

Year 2

Supplies	Total
Supplies and materials for convening stakeholders	$10,000

Year 3

Supplies	Total
Supplies and materials for convening stakeholders	$10,000

Year 4

Supplies	Total
Supplies and materials for convening stakeholders	$10,000

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Contract for a consulting agency that specializes in change management. The consultant will provide services to help with reorganization and project management that West Virginia will need to be successful in implementing Race to the Top initiatives.	$600,000

Year 2

Service To Be Provided	Total
Contract for a consulting agency that specializes in change management. The consultant will provide services to help with reorganization and project management that West Virginia will need to be successful in implementing Race to the Top initiatives.	$600,000

Year 3

Service To Be Provided	Total
Contract for a consulting agency that specializes in change management. The consultant will provide services to help with reorganization and project management that West Virginia will need to be successful in	$600,000

implementing Race to the Top initiatives.	

Year 4

Service To Be Provided	Total
Contract for a consulting agency that specializes in change management. The consultant will provide services to help with reorganization and project management that West Virginia will need to be successful in implementing Race to the Top initiatives.	$600,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
Facilities costs for convening stakeholders (30 person-days at $200)	$6,000

Year 2

Other Item	Total
Facilities costs for convening stakeholders (30 person-days at $200)	$6,000

Year 3

Other Item	Total
Facilities costs for convening stakeholders (30 person-days at $200)	$6,000

Year 4

Other Item	Total
Facilities costs for convening stakeholders (30 person-days at $200)	$6,000

9. Total Direct Costs

Year 1: $753,223

Year 2: $755,338

Year 3: $757,494

Year 4: $759,694

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $753,223

Year 2: $755,338

Year 3: $757,494

Year 4: $759,694

Common Core Alignment

Budget Part II: Project-Level Budget Table **Project Name:** Common Core Alignment **Associated with Criteria:** B. Standards and Assessments **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$162,212	$422,256	$342,301	$162,347	$1,089,116
2. Fringe Benefits	$664	$677	$690	$704	$2,735
3. Travel	$600,000	$1,355,000	$1,275,000	$920,000	$4,150,000
4. Equipment					$0
5. Supplies		$130,000	$130,000	$130,000	$390,000
6. Contractual	$158,400	$261,000	$261,000	$201,600	$882,000
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$921,276**	**$2,168,933**	**$2,008,991**	**$1,414,651**	**$6,513,851**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$921,276**	**$2,168,933**	**$2,008,991**	**$1,414,651**	**$6,513,851**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Common Core Alignment

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Stipends for teachers who will assist with curriculum alignment (40 teachers, 20 days, $200 per day)				$160,000
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience	3%	$73,725	$2,212

	to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .			

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	3%	$75,200	$2,256
Stipends for teachers who will assist with curriculum alignment (40 teachers, 20 days, $200 per day)				$160,000
Incentive for teachers who create STEM PBL design on Teach 21 - Grades 7 and 8 (400 teachers at $400)				$160,000
Incentive for teachers who create STEM PBL design on Teach 21 - High School (250 teachers at $400)				$100,000

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	3%	$76,703	$2,301
Stipends for teachers who will assist with curriculum alignment (40 teachers, 10 days, $200 per day)				$80,000
Incentive for teachers who create STEM PBL design on Teach 21 - Grades 7 and 8 (400 teachers at $400)				$160,000
Incentive for teachers who create STEM PBL design on Teach 21 - High School (250 teachers at $400)				$100,000

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined.	3%	$78,238	$2,347
Incentive for teachers who create STEM PBL design on Teach 21 - Grades 7 and 8 (400 teachers at $400)				$160,000

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not computed on stipends included in the Salaries section of the budget.

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
Travel for teachers who will assist with curriculum alignment (40 teachers, 20 days, $200 per trip)	800	$200	$160,000
Travel for teachers who participate in STEM K-6 professional	4,400	$100	$440,000

development workshops (200 teachers, 22 days, $100 per trip)			

Year 2

Travel	# Trips	$ Per Trip	Total
Travel for teachers who will assist with curriculum alignment (40 teachers, 20 days, $200 per trip)	800	$200	$160,000
Travel for teachers who participate in STEM K-6 professional development workshops (200 teachers, 22 days, $100 per trip)	4,400	$100	$440,000
Travel for teachers who participate in STEM 7-8 professional development workshops (400 teachers, 12 days, $100 per trip)	4,800	$100	$480,000
Travel for teachers who participate in STEM High School professional development workshops (250 teachers, 11 trips, $100 per trip)	2,750	$100	$275,000

Year 3

Travel	# Trips	$ Per Trip	Total
Travel for teachers who will assist with curriculum alignment (40 teachers, 10 days, $200 per trip)	400	$200	$80,000
Travel for teachers who participate in STEM K-6 professional development workshops (200 teachers, 22 days, $100 per trip)	4,400	$100	$440,000
Travel for teachers who participate in STEM 7-8 professional development workshops (400 teachers, 12 days, $100 per trip)	4,800	$100	$480,000

Travel for teachers who participate in STEM High School professional development workshops (250 teachers, 11 trips, $100 per trip)	2,750	$100	$275,000

Year 4

Travel	# Trips	$ Per Trip	Total
Travel for teachers who participate in STEM K-6 professional development workshops (200 teachers, 22 days, $100 per trip)	4,400	$100	$440,000
Travel for teachers who participate in STEM 7-8 professional development workshops (400 teachers, 12 days, $100 per trip)	4,800	$100	$480,000

4. Equipment

Not applicable

5. Supplies

Year 1

Supplies	Total
None	

Year 2

Supplies	Total
Science kits (200 teachers, $650 per kit)	$130,000

Year 3

Supplies	Total
Science kits (200 teachers, $650 per kit)	$130,000

Year 4

Service To Be Provided	Total
Science kits (200 teachers, $650 per kit)	$130,000

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Consultants to train teachers at STEM K-6 professional development workshops (16 consultants, 22 days, $450 per day)	$158,400

Year 2

Service To Be Provided	Total
Consultants to train teachers at STEM K-6 professional development workshops (16 consultants, 22 days, $450 per day)	$158,400
Consultants to train teachers at STEM 7-8 professional development workshops (8 consultants, 12 days, $450 per day)	$43,200
Consultants to train teachers at STEM High School professional development workshops (12 consultants, 11 days, $450 per day)	$59,400

Year 3

Service To Be Provided	Total
Consultants to train teachers at STEM K-6 professional development workshops (16 consultants, 22 days, $450 per day)	$158,400
Consultants to train teachers at STEM 7-8 professional development workshops (8	$43,200

consultants, 12 days, $450 per day)	
Consultants to train teachers at STEM High School professional development workshops (12 consultants, 11 days, $450 per day)	$59,400

Year 4

Service To Be Provided	Total
Consultants to train teachers at STEM K-6 professional development workshops (16 consultants, 22 days, $450 per day)	$158,400
Consultants to train teachers at STEM 7-8 professional development workshops (8 consultants, 12 days, $450 per day)	$43,200

7. Training Stipends

Not applicable

8. Other

Not applicable

9. Total Direct Costs

Year 1: $921,276

Year 2: $2,168,933

Year 3: $2,008,991

Year 4: $1,414,651

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $921,276

Year 2: $2,168,933

Year 3: $2,008,991

Year 4: $1,414,651

Equitable Distribution Pilots

Budget Part II: Project-Level Budget Table **Project Name:** Equitable Distribution Pilots **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$15,585	$15,897			$31,482
2. Fringe Benefits	$4,676	$4,769			$9,445
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$75,000	$75,000			$150,000
7. Training Stipends					$0
8. Other	$166,500	$166,000			$332,500
9. Total Direct Costs (lines 1-8)	**$261,761**	**$261,666**	**$0**	**$0**	**$523,427**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$261,761**	**$261,666**	**$0**	**$0**	**$523,427**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Equitable Distribution Pilots

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	20%	$77,925	$15,585

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	20%	$79,484	$15,897

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
None				

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
None				

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
West Virginia Department of Education will work with an external partner/provider to conduct evaluation services for the two years of the equitable distribution pilots. Evaluation services will consist of data analysis, interviews, focus groups, etc. and will provide formative data after Year 1.	$75,000

Year 2

Service To Be Provided	Total
West Virginia Department of Education will work with an external partner/provider to conduct evaluation services for the two years of the equitable distribution pilots. Evaluation services will consist of data analysis, interviews, focus groups, etc. and will provide summative data after Year 2 for future decisions about how to address equitable distribution issues in the state.	$75,000

Year 3

Service To Be Provided	Total
None	

Year 4

Service To Be Provided	Total
None	

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
Each of the three pilot districts will receive $55,000 (3 x $55,000) to employ one or more of a variety of strategies to address equitable distribution depending on district context. An example of a strategy is to offer pay incentives.	$165,000
West Virginia Department of Education will convene representatives from the pilot districts to offer support in designing and implementing their local-level plan to address inequitable distribution of educators. This amount covers facility costs.	$1,500

Year 2

Other Item	Total
Each of the three pilot districts will receive $55,000 (3 x $55,000) to employ one or more of a variety of strategies to address equitable distribution depending on district context. An example of a strategy is to offer pay incentives.	$165,000
West Virginia Department of Education will	$1,000

convene representatives from the pilot districts to offer support in designing and implementing their local-level plan to address inequitable distribution of educators. This amount covers facility costs.	

Year 3

Other Item	Total
None	

Year 4

Other Item	Total
None	

9. Total Direct Costs

Year 1: $261,761

Year 2: $261,666

Year 3: $0

Year 4: $0

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $261,761

Year 2: $261,666

Year 3: $0

Year 4: $0

Expansions of PLCs

Budget Part II: Project-Level Budget Table **Project Name:** Expansions of PLCs **Associated with Criteria:** E. Turning Around the Lowest-Achieving Schools B. Standards and Assessments C. Data Systems to Support Instruction D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual					$0
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$0**	**$0**	**$0**	**$0**	**$0**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs	$550,000	$550,000	$550,000	$550,000	$2,200,000
13. Total Costs (lines 9-12)	**$550,000**	**$550,000**	**$550,000**	**$550,000**	**$2,200,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Expansions of PLCs

1. Personnel

Not applicable

2. Fringe Benefits

Not applicable

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

Not applicable

7. Training Stipends

Not applicable

8. Other

Not applicable

9. Total Direct Costs

Year 1: $0

Year 2: $0

Year 3: $0

Year 4: $0

10. Indirect Costs

Not applicable

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Year 1

Supplemental Funding for Participating LEAs	Total
Re-granting to LEAs to support PLCs	$550,000

Year 2

Supplemental Funding for Participating LEAs	Total
Re-granting to LEAs to support PLCs	$550,000

Year 3

Supplemental Funding for Participating LEAs	Total
Re-granting to LEAs to support PLCs	$550,000

Year 4

Supplemental Funding for Participating LEAs	Total
Re-granting to LEAs to support PLCs	$550,000

13. Total Costs

Year 1: $550,000

Year 2: $550,000

Year 3: $550,000

Year 4: $550,000

Learn 21

Budget Part II: Project-Level Budget Table **Project Name:** Learn 21 **Associated with Criteria:** C. Data Systems to Support Instruction B. Standards and Assessments **(Evidence for selection criterion (A)(2)(i)(d))**					
	Project Year 1 (a)	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
Budget Categories					
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$250,000	$250,000	$250,000	$250,000	$1,000,000
7. Training Stipends					$0
8. Other		$300,000	$300,000	$300,000	$900,000
9. Total Direct Costs (lines 1-8)	**$250,000**	**$550,000**	**$550,000**	**$550,000**	**$1,900,000**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$250,000**	**$550,000**	**$550,000**	**$550,000**	**$1,900,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Learn 21

1. Personnel

Not applicable

2. Fringe Benefits

Not applicable

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Consultant to develop a customized tool that connects to West Virginia curricular standards.	$250,000

Year 2

Service To Be Provided	Total
Consultant to develop a customized tool that connects to West Virginia curricular standards.	$250,000

Year 3

Service To Be Provided	Total
Consultant to develop a customized tool that connects to West Virginia curricular standards.	$250,000

Year 4

Service To Be Provided	Total
Consultant to develop a customized tool that connects to West Virginia curricular standards.	$250,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
None	

Year 2

Other Item	Total
Database software need for the development of Learn 21	$300,000

Year 3

Other Item	Total
Database software need for the development of Learn 21	$300,000

Year 4

Other Item	Total
Database software need for the development of Learn 21	$300,000

9. Total Direct Costs

Year 1: $250,000

Year 2: $550,000

Year 3: $550,000

Year 4: $550,000

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $250,000

Year 2: $550,000

Year 3: $550,000

Year 4: $550,000

Modifications to Teach 21 and Electronic Strategic Plan

Budget Part II: Project-Level Budget Table

Project Name: Modifications to TEACH 21 and Electronic Strategic Plan

Associated with Criteria: C. Data Systems to Support Instruction
B. Standards and Assessment
E. Turning Around the Lowest-Achieving Schools

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$19,481	$63,588	$64,860		$147,929
2. Fringe Benefits	$5,844	$19,076	$19,458		$44,378
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual					$0
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$25,325**	**$82,664**	**$84,318**	**$0**	**$192,307**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$25,325**	**$82,664**	**$84,318**	**$0**	**$192,307**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Modifications to Teach 21 and Electronic Strategic Plan

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Staff to modify systems	The data programmer will be responsible for modifying the existing Electronic Strategic Plan to incorporate the new West Virginia High Quality Standards.	25%	$77,925	$19,481

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Staff to modify systems	The data programmer will be responsible for modifying the existing Electronic Strategic Plan to incorporate the new	40%	$79,484	$31,794

	West Virginia High Quality Standards.			
Staff to modify systems	The data programmer will be responsible for modifying the existing Teach 21 system to incorporate the new curriculum standards, lesson plans, and project-based learning activities related to the Common Core Standards.	40%	$79,484	$31,794

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Staff to modify systems	The data programmer will be responsible for modifying the existing Electronic Strategic Plan to incorporate the new West Virginia High Quality Standards.	40%	$81,074	$32,430
Staff to modify systems	The data programmer will be responsible for modifying the existing Teach 21 system to incorporate the new curriculum standards, lesson plans, and project-based learning activities related to the Common Core Standards.	40%	$81,074	$32,430

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
None				

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

Not applicable

7. Training Stipends

Not applicable

8. Other

Not applicable

9. Total Direct Costs

Year 1: $25,325

Year 2: $82,664

Year 3: $84,318

Year 4: $0

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $25,325

Year 2: $82,664

Year 3: $84,318

Year 4: $0

Non-IHE Alternative Routes

Budget Part II: Project-Level Budget Table **Project Name:** Non-IHE Alternative Routes **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$120,000	$200,000	$200,000	$80,000	$600,000
7. Training Stipends					$0
8. Other			$90,000	$90,000	$180,000
9. Total Direct Costs (lines 1-8)	**$120,000**	**$200,000**	**$290,000**	**$170,000**	**$780,000**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$120,000**	**$200,000**	**$290,000**	**$170,000**	**$780,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Non-IHE Alternative Routes

1. Personnel

Not applicable

2. Fringe Benefits

Not applicable

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
In Years 1 – 3, West Virginia will work with an external provider/consultant to develop a curriculum for non-IHE alternative routes to certification for *teachers*.	$60,000
In Years 1 – 3, West Virginia will work with an external provider/consultant to develop a curriculum for non-IHE alternative routes to certification for *principals*, particularly	$60,000

focused on preparing them for high-needs or turnaround schools.	

Year 2

Service To Be Provided	Total
In Years 1 – 3, West Virginia will work with an external provider/consultant to develop a curriculum for non-IHE alternative routes to certification for teachers.	$60,000
In Years 1 – 3, West Virginia will work with an external provider/consultant to develop a curriculum for non-IHE alternative routes to certification for *principals*, particularly focused on preparing them for high-needs or turnaround schools.	$60,000
West Virginia will pay 10 expert reviewers $8,000 each to review the newly developed curriculums at the end of Year 2.	$80,000

Year 3

Service To Be Provided	Total
In Years 1 – 3, West Virginia will work with an external provider/consultant to develop a curriculum for non-IHE alternative routes to certification for teachers.	$60,000
In Years 1 – 3, West Virginia will work with an external provider/consultant to develop a curriculum for non-IHE alternative routes to certification for *principals*, particularly focused on preparing them for high-needs or turnaround schools.	$60,000
West Virginia will pay 10 expert reviewers $8,000 each to review the newly developed curriculums at the end of Year 3. This review includes progress of implementation in the three pilot sites (below).	$80,000

Year 4

Service To Be Provided	Total
West Virginia will pay 10 expert reviewers $8,000 each to conduct a final review of the curriculums at the end of Year 4. This review includes progress of implementation in the three pilot sites (below).	$80,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
None	$0

Year 2

Other Item	Total
None	$0

Year 3

Other Item	Total
West Virginia will pilot each of the new curriculums in three districts (2 curriculums x three districts at $15,000 each).	$90,000

Year 4

Other Item	Total
West Virginia will continue to pilot each of the new curriculums in three districts (2 curriculums x three districts at $15,000).	$90,000

9. Total Direct Costs

Year 1: $120,000

Year 2: $200,000

Year 3: $290,000

Year 4: $170,000

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $120,000

Year 2: $200,000

Year 3: $290,000

Year 4: $170,000

Reforming Teacher and Leader Performance Assessment System

Budget Part II: Project-Level Budget Table **Project Name:** Reforming Teacher and Leader Performance Assessment System **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$361,700	$368,936	$376,316	$218,450	$1,325,402
2. Fringe Benefits	$108,512	$110,680	$112,894	$65,536	$397,622
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$300,000	$300,000	$320,000	$150,000	$1,070,000
7. Training Stipends					$0
8. Other		$1,350,000	$1,400,000	$1,125,000	$3,875,000
9. Total Direct Costs (lines 1-8)	**$770,212**	**$2,129,616**	**$2,209,210**	**$1,558,986**	**$6,668,024**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$770,212**	**$2,129,616**	**$2,209,210**	**$1,558,986**	**$6,668,024**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Reforming Teacher and Leader Performance Assessment System

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Personnel include a significant number of West Virginia Department of Education staff with experience and expertise in the area of teacher and leader performance assessment to support the revision of and training for the state's evaluation system for teachers and leaders.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	Program Training	100%	$77,925	$77,925
TBD 2	Program Training	100%	$77,925	$77,925
TBD 3	Program Training	100%	$77,925	$77,925
TBD 4	Program Training	100%	$77,925	$77,925
TBD 5	Staff assistant	100%	$50,000	$50,000

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	Program Training	100%	$79,484	$79,484
TBD 2	Program Training	100%	$79,484	$79,484
TBD 3	Program Training	100%	$79,484	$79,484

TBD 4	Program Training	100%	$79,484	$79,484
TBD 5	Staff assistant	100%	$51,000	$51,000

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	Program Training	100%	$81,074	$81,074
TBD 2	Program Training	100%	$81,074	$81,074
TBD 3	Program Training	100%	$81,074	$81,074
TBD 4	Program Training	100%	$81,074	$81,074
TBD 5	Staff assistant	100%	$52,020	$52,020

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	Program Training	100%	$82,695	$82,695
TBD 2	Program Training	100%	$82,695	$82,695
TBD 3	Program Training	100%	$53,060	$53,060

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

West Virginia will work with a set of external providers/experts/consultants to develop and implement the training for the revised teacher and leader performance assessment system during the first three years of grant implementation. This support will scale back in Year 4 as all districts will have gone through the training. However, an implementation consultant is still necessary in Year 4 for some continued support. The state will work with a consultant/researcher to conduct a study across the four years of revisions/implementation to make sure that the standards, evaluation process, student outcomes, and other aspects of the revised system align.

Year 1

Service To Be Provided	Total
Training consultant	$100,000
Expert implementation consultant 1	$50,000
Expert implementation consultant 2	$50,000
Expert implementation consultant 3	$50,000
Alignment study consultant	$50,000

Year 2

Service To Be Provided	Total
Training consultant	$100,000
Expert implementation consultant 1	$50,000
Expert implementation consultant 2	$50,000
Expert implementation consultant 3	$50,000
Alignment study consultant	$50,000

Year 3

Service To Be Provided	Total
Training consultant	$120,000
Expert implementation consultant 1	$50,000
Expert implementation consultant 2	$50,000
Expert implementation consultant 3	$50,000
Alignment study consultant	$50,000

Year 4

Service To Be Provided	Total
Training consultant	$100,000
Alignment study consultant	$50,000

7. Training Stipends

Not applicable

8. Other

West Virginia will provide participating districts stipends for their involvement in the implementation of the revised teacher and leader performance assessment system.

In Year 4, the state will work with five districts to pilot compensation reform strategies as part of the process to revise teacher and leader performance management.

Year 1

Other Item	Total
None	

Year 2

Other Item	Total
District stipends (27 Districts at $50,000 each)	$1,350,000

Year 3

Other Item	Total
District stipends (28 Districts at $50,000 each)	$1,400,000

Year 4

Other Item	Total
District stipends to fund piloting of compensation reform strategies (5 Districts at $225,000 each)	$1,125,000

9. Total Direct Costs

Year 1: $770,212

Year 2: $2,129,616

Year 3: $2,209,210

Year 4: $1,558,986

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $770,212

Year 2: $2,129,616

Year 3: $2,209,210

Year 4: $1,558,986

Revise Educator Preparation Program

Budget Part II: Project-Level Budget Table **Project Name:** Revise Educator Preparation Program **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$465,000	$465,000	$465,000	$465,000	$1,860,000
7. Training Stipends					$0
8. Other	$11,000	$11,000	$11,000	$11,000	$44,000
9. Total Direct Costs (lines 1-8)	**$476,000**	**$476,000**	**$476,000**	**$476,000**	**$1,904,000**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$476,000**	**$476,000**	**$476,000**	**$476,000**	**$1,904,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Revise Educator Preparation Program

1. Personnel

Not applicable

2. Fringe Benefits

Not applicable

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Twenty-two educator preparation programs will each receive $20,000 incentives and consulting services to revise their programs to align with the state's new teacher/leader standards and overall revised performance management and certification system.	$440,000
West Virginia will obtain evaluation services from an external consultant/researcher to evaluate the program revisions. Evaluation	$25,000

Service To Be Provided	Total
services will include interviews, document reviews, and data analysis. The evaluator(s) will provide formative feedback in Year 1.	

Year 2

Service To Be Provided	Total
Twenty-two educator preparation programs will each receive $20,000 incentives and consulting services to revise their programs to align with the state's new teacher/leader standards and overall revised performance management and certification system.	$440,000
West Virginia will obtain evaluation services from an external consultant/researcher to evaluate the program revisions. Evaluation services will include interviews, document reviews, and data analysis. The evaluator(s) will provide formative feedback in Year 2.	$25,000

Year 3

Service To Be Provided	Total
Twenty-two educator preparation programs will each receive $20,000 incentives and consulting services to revise their programs to align with the state's new teacher/leader standards and overall revised performance management and certification system.	$440,000
West Virginia will obtain evaluation services from an external consultant/researcher to evaluate the program revisions. Evaluation services will include interviews, document reviews, and data analysis. The evaluator(s) will provide formative feedback in Year 3.	$25,000

Year 4

Service To Be Provided	Total
Twenty-two educator preparation programs will each receive $20,000 incentives and consulting services to revise their programs to align with the state's new teacher/leader	$440,000

standards and overall revised performance management and certification system.	
West Virginia will obtain evaluation services from an external consultant/researcher to evaluate the program revisions. Evaluation services will include interviews, document reviews, and data analysis. The evaluator(s) will provide formative feedback in Year 4.	$25,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
West Virginia will convene representatives from the educator preparation programs each year of grant implementation to provide support and allow participants to share strategies and best practices. This total covers all facilities costs.	$11,000

Year 2

Other Item	Total
West Virginia will convene representatives from the educator preparation programs each year of grant implementation to provide support and allow participants to share strategies and best practices. This total covers all facilities costs.	$11,000

Year 3

Other Item	Total
West Virginia will convene representatives from the educator preparation programs each year of grant implementation to provide support and allow participants to share strategies and best practices. This total covers all facilities costs.	$11,000

Year 4

Other Item	Total
West Virginia will convene representatives from the educator preparation programs each year of grant implementation to provide support and allow participants to share strategies and best practices. This total covers all facilities costs.	$11,000

9. Total Direct Costs

Year 1: $476,000

Year 2: $476,000

Year 3: $476,000

Year 4: $476,000

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $476,000

Year 2: $476,000

Year 3: $476,000

Year 4: $476,000

Standards and Assessments Evaluation

Budget Part II: Project-Level Budget Table **Project Name:** Standards and Assessments Evaluation **Associated with Criteria:** B. Standards and Assessments **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$100,000	$100,000	$100,000	$100,000	$400,000
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$100,000**	**$100,000**	**$100,000**	**$100,000**	**$400,000**
10. Indirect Costs*					$0
11. Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$100,000**	**$100,000**	**$100,000**	**$100,000**	**$400,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Standards and Assessments Evaluation

1. Personnel

Not applicable.

2. Fringe Benefits

Not applicable

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Subcontract with external evaluator who will evaluate our professional development model to determine what is working and what is not, and to use this feedback to improve training and support for educators during the four year period	$100,000

Year 2

Service To Be Provided	Total
Subcontract with external evaluator who will evaluate our professional development model to determine what is working and what is not, and to use this feedback to improve training and support for educators during the four year period	$100,000

Year 3

Service To Be Provided	Total
Subcontract with external evaluator who will evaluate our professional development model to determine what is working and what is not, and to use this feedback to improve training and support for educators during the four year period	$100,000

Year 4

Service To Be Provided	Total
Subcontract with external evaluator who will evaluate our professional development model to determine what is working and what is not, and to use this feedback to improve training and support for educators during the four year period	$100,000

7. Training Stipends

Not applicable

8. Other

9. Total Direct Costs

Year 1: $100,000

Year 2: $100,000

Year 3: $100,000

Year 4: $100,000

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $100,000

Year 2: $100,000

Year 3: $100,000

Year 4: $100,000

Standards and Assessments Goal 1

Budget Part II: Project-Level Budget Table **Project Name:** Standards and Assessments Goal 1 **Associated with Criteria:** B. Standards and Assessments **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel	$33,450	$33,450	$42,450	$13,200	$122,550
4. Equipment					$0
5. Supplies	$12,000	$12,000	$24,000	$12,000	$60,000
6. Contractual	$30,000	$30,000	$67,000	$15,000	$142,000
7. Training Stipends					$0
8. Other	$186,000	$186,000	$309,000	$96,000	$777,000
9. Total Direct Costs (lines 1-8)	**$261,450**	**$261,450**	**$442,450**	**$136,200**	**$1,101,550**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$261,450**	**$261,450**	**$442,450**	**$136,200**	**$1,101,550**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

BUDGET NARRATIVE

Project Name: Standards and Assessments Goal 1

1. Personnel

Not applicable.

2. Fringe Benefits

Not applicable

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
Mileage for attending coaching professional development (90 participants for 15 days at $15 per trip)	1,350	$15	$20,250
Mileage for attending CAN meetings (120 participants for 4 days at $15 per trip)	480	$15	$7,200
Travel for advisory council members (20 members, 3 trips each at $100 per trip)	60	$100	$6,000

Year 2

Travel	# Trips	$ Per Trip	Total
Mileage for attending coaching professional development (90 participants for 15 days at $15 per trip)	1,350	$15	$20,250
Mileage for attending CAN meetings (120 participants for 4 days at $15 per trip)	480	$15	$7,200

Travel for advisory council members (20 members, 3 trips each at $100 per trip)	60	$100	$6,000

Year 3

Travel	# Trips	$ Per Trip	Total
Mileage for attending coaching professional development (90 participants for 15 days at $15 per trip)	1,350	$15	$20,250
Mileage for attending CAN meetings (120 participants for 9 days at $15 per trip)	1,080	$15	$16,200
Travel for advisory council members (20 members, 3 trips each at $100 per trip)	60	$100	$6,000

Year 4

Travel	# Trips	$ Per Trip	Total
Mileage for attending CAN meetings (120 participants for 4 days at $15 per trip)	480	$15	$7,200
Travel for advisory council members (20 members, 3 trips each at $100 per trip)	60	$100	$6,000

4. Equipment

Not applicable

5. Supplies

Year 1

Supplies	Total
Materials for 4 CAN meeting (120 participants at $100 per participant)	$12,000

Year 2

Supplies	Total
Materials for 4 CAN meeting (120 participants at $100 per participant)	$12,000

Year 3

Supplies	Total
Materials for 9 CAN meeting (120 participants at $200 per participant)	$24,000

Year 4

Supplies	Total
Materials for 4 CAN meeting (120 participants at $100 per participant)	$12,000

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Consultants to train coaches (15 days at $1,000 per day)	$15,000
Consultants to train CAN participants (15 days at $1,000 per day)	$15,000

Year 2

Service To Be Provided	Total
Consultants to train coaches (15 days at $1,000 per day)	$15,000
Consultants to train CAN participants (15 days at $1,000 per day)	$15,000

Year 3

Service To Be Provided	Total
Consultants to train coaches (15 days at $1,000 per day)	$15,000
Consultants to train CAN participants (8 days at $6,500 per day)	$52,000

Year 4

Service To Be Provided	Total
Consultants to train CAN participants – CAN (15 days at $1,000 per day)	$15,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
Lodging/Facilities for coaches during training sessions (90 coaches, 5 days, $200 per day)	$90,000
Lodging/Facilities for CAN participants during training sessions (120 coaches, 4 days, $200 per day)	$96,000

Year 2

Other Item	Total
Lodging/Facilities for coaches during training	$90,000

sessions (90 coaches, 5 days, $200 per day)	
Lodging/Facilities for CAN participants during training sessions (120 coaches, 4 days, $200 per day)	$96,000

Year 3

Other Item	Total
Lodging/Facilities for coaches during training sessions (90 coaches, 5 days, $200 per day)	$90,000
Lodging/Facilities for CAN participants during training sessions (120 coaches, 9 days, $200 per day)	$216,000
Interactive video conference costs for CAN (2 at $1,500 each)	$3,000

Year 4

Other Item	Total
Lodging/Facilities for CAN participants during training sessions (120 coaches, 4 days, $200 per day)	$96,000

9. Total Direct Costs

Year 1: $261,450

Year 2: $261,450

Year 3: $442,450

Year 4: $136,200

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $261,450

Year 2: $261,450

Year 3: $442,450

Year 4: $136,200

Standards and Assessments Goal 4

Budget Part II: Project-Level Budget Table **Project Name:** Standards and Assessments Goal 4 **Associated with Criteria:** B. Standards and Assessments **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$2,212	$2,256	$2,301	$2,347	$9,116
2. Fringe Benefits	$664	$677	$690	$704	$2,735
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual	$329,000	$329,000	$329,000	$329,000	$1,316,000
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$331,876**	**$331,933**	**$331,991**	**$332,051**	**$1,327,851**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$331,876**	**$331,933**	**$331,991**	**$332,051**	**$1,327,851**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Standards and Assessments Goal 4

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	3%	$73,725	$2,212

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	3%	$75,200	$2,256

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	3%	$76,704	$2,301

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	3%	$78,238	$2,347

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also

adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Subcontract to cover the administrative costs for our virtual school provider	$25,000
Subcontract for adaptive math software that will diagnose gaps in student learning in algebra and then provide additional practice and support to help students learn the concept	$304,000

Year 2

Service To Be Provided	Total
Subcontract to cover the administrative costs for our virtual school provider	$25,000
Subcontract for adaptive math software that will diagnose gaps in student learning in algebra and then provide additional practice and support to help students learn the concept	$304,000

Year 3

Service To Be Provided	Total
Subcontract to cover the administrative costs for our virtual school provider	$25,000
Subcontract for adaptive math software that will diagnose gaps in student learning in algebra and then provide additional practice and support to help students learn the concept	$304,000

Year 4

Service To Be Provided	Total
Subcontract to cover the administrative costs for our virtual school provider	$25,000

Subcontract for adaptive math software that will diagnose gaps in student learning in algebra and then provide additional practice and support to help students learn the concept	$304,000

7. Training Stipends

Not applicable

8. Other

Not applicable

9. Total Direct Costs

Year 1: $331,876

Year 2: $331,933

Year 3: $331,991

Year 4: $332,051

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $331,876

Year 2: $331,933

Year 3: $331,991

Year 4: $332,051

STEM Alternative Route

Budget Part II: Project-Level Budget Table **Project Name:** STEM Alternative Route **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$238,963	$239,742	$240,537	$241,348	$960,590
2. Fringe Benefits	$11,689	$11,923	$12,161	$12,404	$48,177
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual					$0
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$250,652**	**$251,665**	**$252,698**	**$253,752**	**$1,008,767**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$250,652**	**$251,665**	**$252,698**	**$253,752**	**$1,008,767**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: STEM Alternative Route

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
The STEM alternative route to certification program participants (8 teachers) will receive up to $25,000 in loan forgiveness (undergraduate) for their participation in the program and taking positions in hard-to-staff subject areas related to STEM.	Student loan forgiveness			$200,000
Program monitor	The West Virginia Department of Education program monitor for this project will have experience and expertise in providing oversight for	50%	$77,925	$38,963

	projects related to alternative routes to certification. Program monitor will provide oversight and support to participants.			

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
The STEM alternative route to certification program participants (8 teachers) will receive up to $25,000 in loan forgiveness (undergraduate) for their participation in the program and taking positions in hard-to-staff subject areas related to STEM.	Student loan forgiveness			$200,000
Program monitor	The West Virginia Department of Education program monitor for this project will have experience and expertise in providing oversight for projects related to alternative routes to certification. Program monitor will provide oversight and support to participants.	50%	$79,484	$39,742

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
The STEM alternative route to certification program participants (8 teachers) will receive up to $25,000 in loan forgiveness (undergraduate) for their participation in the program and taking positions in hard-to-staff subject areas related to STEM.	Student loan forgiveness			$200,000
Program monitor	The West Virginia Department of Education program monitor for this project will have experience and expertise in providing oversight for projects related to alternative routes to certification. Program monitor will provide oversight and support to participants.	50%	$81,074	$40,537

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
The STEM alternative route to certification program participants (8 teachers) will receive up to $25,000 in loan forgiveness (undergraduate) for their participation in the	Student loan forgiveness			$200,000

program and taking positions in hard-to-staff subject areas related to STEM.				
Program monitor	The West Virginia Department of Education program monitor for this project will have experience and expertise in providing oversight for projects related to alternative routes to certification. Program monitor will provide oversight and support to participants.	50%	$82,695	$41,348

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

Not applicable

7. Training Stipends

Not applicable

8. Other

Not applicable

9. Total Direct Costs

Year 1: $250,652

Year 2: $251,665

Year 3: $252,698

Year 4: $253,752

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $250,652

Year 2: $251,665

Year 3: $252,698

Year 4: $253,752

Budget Part II: Project-Level Budget Table

Project Name: Turning Around the Lowest-Achieving Schools: Goal 1 – Building Capacity

Associated with Criteria: E. Turning Around the Lowest-Achieving Schools

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$3,896	$3,974	$4,054	$4,135	$16,059
2. Fringe Benefits	$1,169	$1,192	$1,216	$1,241	$4,818
3. Travel	$30,000	$30,000	$30,000	$30,000	$120,000
4. Equipment					$0
5. Supplies					$0
6. Contractual	$400,000	$75,000	$75,000	$75,000	$625,000
7. Training Stipends					$0
8. Other	$1,080,000	$2,760,000	$2,760,000	$1,680,000	$8,280,000
9. Total Direct Costs (lines 1-8)	**$1,515,065**	**$2,870,166**	**$2,870,270**	**$1,790,376**	**$9,045,877**
10. Indirect Costs*					$0
11. Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$1,515,065**	**$2,870,166**	**$2,870,270**	**$1,790,376**	**$9,045,877**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Turning Around the Lowest-Achieving Schools: Goal 1 – Building Capacity

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	5%	$77,925	$3,896

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	5%	$79,484	$3,974

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	5%	$81,074	$4,054

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	5%	$82,695	$4,135

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
Travel costs for 3 SEA regional coordinators for an average per person of 160 trips annually (4 trips a week for 40 weeks) at approximately $62.50/trip	480	$62.50	$30,000

Year 2

Travel	# Trips	$ Per Trip	Total
Travel costs for 3 SEA regional	480	$62.50	$30,000

coordinators for an average per person of 160 trips annually (4 trips a week for 40 weeks) at approximately $62.50/trip			

Year 3

Travel	# Trips	$ Per Trip	Total
Travel costs for 3 SEA regional coordinators for an average per person of 160 trips annually (4 trips a week for 40 weeks) at approximately $62.50/trip	480	$62.50	$30,000

Year 4

Travel	# Trips	$ Per Trip	Total
Travel costs for 3 SEA regional coordinators for an average per person of 160 trips annually (4 trips a week for 40 weeks) at approximately $62.50/trip	480	$62.50	$30,000

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
One-year subcontract with an external partner who will work with the SEA to design the plan for transforming low-performing schools and help to build the capacity of the SEA	$150,000
One-year subcontract with a consultant who will build a series of online training modules for staff from RESAs, LEAs, and schools	$175,000
Subcontract with external evaluator who will evaluate the transformation process to determine what is working and what is not, and to use this feedback to improve the transformation process during the four year period	$75,000

Year 2

Service To Be Provided	Total
Subcontract with external evaluator who will evaluate the transformation process to determine what is working and what is not, and to use this feedback to improve the transformation process during the four year period	$75,000

Year 3

Service To Be Provided	Total
Subcontract with external evaluator who will evaluate the transformation process to determine what is working and what is not, and to use this feedback to improve the transformation process during the four year period	$75,000

Year 4

Service To Be Provided	Total
Subcontract with external evaluator who will	$75,000

evaluate the transformation process to determine what is working and what is not, and to use this feedback to improve the transformation process during the four year period	

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
Lodging/Facilities for teachers to attend intensive professional development. The SEA will fund the lodging and meeting space costs for teams of 5 people from each of the 72 lowest-performing schools in the state at an estimated average cost of $200 per person per day for 15 days (5 days during the summer and then once a month for 10 months during the school year)	$1,080,000

Year 2

Other Item	Total
Grants to schools to enable them to contract with external supporting partners who will provide intensive and sustained supports for low-achieving schools during the transformation process. (funding for 24 schools, each at $70,000 annually)	$1,680,000
Lodging/Facilities for teachers to attend intensive professional development. The SEA will fund the lodging and meeting space costs for teams of 5 people from each of the 72 lowest-performing schools in the state at an estimated average cost of $200 per person per day for 15 days (5 days during the summer and	$1,080,000

then once a month for 10 months during the school year)	

Year 3

Other Item	Total
Grants to schools to enable them to contract with external supporting partners who will provide intensive and sustained supports for low-achieving schools during the transformation process. (funding for 24 schools, each at $70,000 annually)	$1,680,000
Lodging/Facilities for teachers to attend intensive professional development. The SEA will fund the lodging and meeting space costs for teams of 5 people from each of the 72 lowest-performing schools in the state at an estimated average cost of $200 per person per day for 15 days (5 days during the summer and then once a month for 10 months during the school year)	$1,080,000

Year 4

Other Item	Total
Grants to schools to enable them to contract with external supporting partners who will provide intensive and sustained supports for low-achieving schools during the transformation process. (funding for 24 schools, each at $70,000 annually)	$1,680,000

9. Total Direct Costs

Year 1: $1,515,065

Year 2: $2,870,166

Year 3: $2,870,270

Year 4: $1,790,376

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $1,515,065

Year 2: $2,870,166

Year 3: $2,870,270

Year 4: $1,790,376

Budget Part II: Project-Level Budget Table

Project Name: Turning Around the Lowest-Achieving Schools: Goal 3 – Comprehensive Systems of Support

Associated with Criteria: E. Turning Around the Lowest-Achieving Schools

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$38,963	$39,742	$40,537	$41,348	$160,590
2. Fringe Benefits	$11,689	$11,923	$12,161	$12,404	$48,177
3. Travel	$5,000	$5,000	$5,000	$5,000	$20,000
4. Equipment					$0
5. Supplies					$0
6. Contractual	$27,000	$27,000	$27,000	$27,000	$108,000
7. Training Stipends					$0
8. Other					$0
9. Total Direct Costs (lines 1-8)	**$82,652**	**$83,665**	**$84,698**	**$85,752**	**$336,767**
10. Indirect Costs*					$0
11. Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$82,652**	**$83,665**	**$84,698**	**$85,752**	**$336,767**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Turning Around the Lowest-Achieving Schools: Goal 3 – Comprehensive Systems of Support

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	This SEA case management coordinator will work with the 8 RESAs in the state to establish school-based case management teams and provide them with appropriate training and support.	50%	$77,925	$38,963

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	This SEA case management coordinator will work with the 8 RESAs in the state to establish school-based case management teams and provide them with appropriate training and support.	50%	$79,484	$39,742

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	This SEA case management coordinator will work with the 8 RESAs in the state to establish school-based case management teams and provide them with appropriate training and support.	50%	$81,073	$40,537

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
TBD 1	This SEA case management coordinator will work with the 8 RESAs in the state to establish school-based case management teams and provide them with appropriate training and support.	50%	$82,695	$41,348

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
Travel for 8 RESA participants for 10 trips to attend training sessions, each at an average of $62.50 per trip.	80	$62.50	$5,000

Year 2

Travel	# Trips	$ Per Trip	Total
Travel for 8 RESA participants for 10 trips to attend training sessions, each at an average of $62.50 per trip.	80	$62.50	$5,000

Year 3

Travel	# Trips	$ Per Trip	Total
Travel for 8 RESA participants for 10 trips to attend training sessions, each at an average of $62.50 per trip.	80	$62.50	$5,000

Year 4

Travel	# Trips	$ Per Trip	Total
Travel for 8 RESA participants for 10 trips to attend training sessions, each at an average of $62.50 per trip.	80	$62.50	$5,000

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
Supplemental contract with 8 RESA staff to extend their contracts to allow for 10 days training during the year ($3,375 for 8 staff).	$27,000

Year 2

Service To Be Provided	Total
Supplemental contract with 8 RESA staff to extend their contracts to allow for 10 days training during the year ($3,375 for 8 staff).	$27,000

Year 3

Service To Be Provided	Total
Supplemental contract with 8 RESA staff to extend their contracts to allow for 10 days training during the year ($3,375 for 8 staff).	$27,000

Year 4

Service To Be Provided	Total
Supplemental contract with 8 RESA staff to extend their contracts to allow for 10 days training during the year ($3,375 for 8 staff).	$27,000

7. Training Stipends

Not applicable

8. Other

Not applicable

9. Total Direct Costs

Year 1: $82,652

Year 2: $83,665

Year 3: $84,698

Year 4: $85,752

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $82,652

Year 2: $83,665

Year 3: $84,698

Year 4: $85,752

System of Support

Budget Part II: Project-Level Budget Table **Project Name:** System of Support **Associated with Criteria:** D. Great Teachers and Leaders					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel	$27,500	$27,500	$27,500	$27,500	$110,000
4. Equipment					$0
5. Supplies					$0
6. Contractual	$28,000	$28,000	$28,000	$28,000	$112,000
7. Training Stipends					$0
8. Other	$59,000	$59,000	$59,000	$59,000	$236,000
9. Total Direct Costs (lines 1-8)	**$114,500**	**$114,500**	**$114,500**	**$114,500**	**$458,000**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$114,500**	**$114,500**	**$114,500**	**$114,500**	**$458,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: System of Support

1. Personnel

Not applicable

2. Fringe Benefits

Not applicable

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
A representative from every district will make five trips (at $100/each) to participate in trainings around the revised teacher and leader performance assessment system.	275	$100	$27,500

Year 2

Travel	# Trips	$ Per Trip	Total
A representative from every district will make five trips (at $100/each) to participate in trainings around the revised teacher and leader performance assessment system.	275	$100	$27,500

Year 3

Travel	# Trips	$ Per Trip	Total
A representative from every district will make five trips (at $100/each) to participate in trainings around the revised teacher and leader performance assessment system.	275	$100	$27,500

Year 4

Travel	# Trips	$ Per Trip	Total
A representative from every district will make five trips (at $100/each) to participate in trainings around the revised teacher and leader performance assessment system.	275	$100	$27,500

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
West Virginia will work with a contractor/researcher to provide evaluation activities of the system of support around communication and implementation of the revised teacher and leader performance assessment system. Evaluation activities may include interviews, focus groups, document reviews, and/or data analysis.	$25,000
West Virginia will work with an external provider/consultant to develop and implement one webcast that seeks to share information with necessary stakeholders about the status of	$3,000

the revised teacher and leader performance assessment system.	

Year 2

Service To Be Provided	Total
West Virginia will work with a contractor/researcher to provide evaluation activities of the system of support around communication and implementation of the revised teacher and leader performance assessment system. Evaluation activities may include interviews, focus groups, document reviews, and/or data analysis.	$25,000
West Virginia will work with an external provider/consultant to develop and implement one webcast that seeks to share information with necessary stakeholders about the status of the revised teacher and leader performance assessment system.	$3,000

Year 3

Service To Be Provided	Total
West Virginia will work with a contractor/researcher to provide evaluation activities of the system of support around communication and implementation of the revised teacher and leader performance assessment system. Evaluation activities may include interviews, focus groups, document reviews, and/or data analysis.	$25,000
West Virginia will work with an external provider/consultant to develop and implement one webcast that seeks to share information with necessary stakeholders about the status of the revised teacher and leader performance assessment system.	$3,000

Year 4

Service To Be Provided	Total
West Virginia will work with a contractor/researcher to provide evaluation activities of the system of support around communication and implementation of the revised teacher and leader performance assessment system. Evaluation activities may include interviews, focus groups, document reviews, and/or data analysis.	$25,000
West Virginia will work with an external provider/consultant to develop and implement one webcast that seeks to share information with necessary stakeholders about the status of the revised teacher and leader performance assessment system.	$3,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
This item accounts for facility costs for a representative from each district to convene five times (at $500/trip).	$55,000
West Virginia will work with an external technology provider to support the development and implementation of one webcast.	$4,000

Year 2

Other Item	Total
This item accounts for facility costs for a representative from each district to convene	$55,000

five times (at $500/trip).	
West Virginia will work with an external technology provider to support the development and implementation of one webcast.	$4,000

Year 3

Other Item	Total
This item accounts for facility costs for a representative from each district to convene five times (at $500/trip).	$55,000
West Virginia will work with an external technology provider to support the development and implementation of one webcast.	$4,000

Year 4

Other Item	Total
This item accounts for facility costs for a representative from each district to convene five times (at $500/trip).	$55,000
West Virginia will work with an external technology provider to support the development and implementation of one webcast.	$4,000

9. Total Direct Costs

Year 1: $114,500

Year 2: $114,500

Year 3: $114,500

Year 4: $114,500

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $114,500

Year 2: $114,500

Year 3: $114,500

Year 4: $114,500

Teacher E-portfolio

Budget Part II: Project-Level Budget Table **Project Name:** Teacher E-portfolio **Associated with Criteria:** C. Data Systems to Support Instruction; D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					$0
2. Fringe Benefits					$0
3. Travel					$0
4. Equipment					$0
5. Supplies					$0
6. Contractual		$300,000	$300,000		$600,000
7. Training Stipends					$0
8. Other		$1,000,000	$200,000	$200,000	$1,400,000
9. Total Direct Costs (lines 1-8)	**$0**	**$1,300,000**	**$500,000**	**$200,000**	**$2,000,000**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$0**	**$1,300,000**	**$500,000**	**$200,000**	**$2,000,000**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Teacher E-portfolio

1. Personnel

Not applicable

2. Fringe Benefits

Not applicable

3. Travel

Not applicable

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
None	

Year 2

Service To Be Provided	Total
Consultant to develop, implement and train on new software	$300,000

Year 3

Service To Be Provided	Total
Consultant to develop, implement and train on new software	$300,000

Year 4

Service To Be Provided	Total
None	

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
None	

Year 2

Other Item	Total
Software to support the Teacher E-Portfolio	$1,000,000

Year 3

Other Item	Total
Software maintenance and licensing fees	$200,000

Year 4

Other Item	Total
Software maintenance and licensing fees	$200,000

9. Total Direct Costs

Year 1: $0

Year 2: $1,300,000

Year 3: $500,000

Year 4: $200,000

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $0

Year 2: $1,300,000

Year 3: $500,000

Year 4: $200,000

Teacher Performance Assessment Consortium

Budget Part II: Project-Level Budget Table **Project Name:** Teacher Performance Assessment Consortium **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$91,356	$92,182	$168,026	$168,887	$520,451
2. Fringe Benefits	$12,407	$12,654	$12,908	$13,166	$51,135
3. Travel	$4,000	$4,000	$10,000	$10,000	$28,000
4. Equipment					$0
5. Supplies					$0
6. Contractual	$70,000	$70,000	$70,000	$70,000	$280,000
7. Training Stipends					$0
8. Other	$17,500	$17,500	$17,500	$17,500	$70,000
9. Total Direct Costs (lines 1-8)	**$195,263**	**$196,336**	**$278,434**	**$279,553**	**$949,586**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$195,263**	**$196,336**	**$278,434**	**$279,553**	**$949,586**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: Teacher Performance Assessment Consortium

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	10%	$77,925	$7,793

TBD 2 – Data Analysis	This SEA staff person will work with the technical expert/consultant to analyze results of the first iteration of the performance assessment pilot.	50%	$67,125	$33,563
Teacher Stipend (20 teachers, $2,500 each)	West Virginia will provide stipends ($2,500) to a group of 20 teachers who will pilot the first iteration of the performance assessment for initial licensure.			$50,000

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined.	10%	$79,484	$7,948
TBD 2 – Data Analysis	This SEA staff person will work with the technical expert/consultant to	50%	$68,468	$34,234

	analyze results of the ongoing development of the performance assessment for initial licensure as well as beginning stages of the pilot for a performance assessment for professional licensure.			
Teacher Stipend (20 teachers, $2,500 each)	West Virginia will provide stipends ($2,500) to a group of 20 teachers who will continue to pilot the performance assessment for initial licensure as well as begin to pilot the emerging performance assessment for professional licensure.			$50,000

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers	10%	$81,074	$8,107

	quality work as defined.			
TBD 2 – Data Analysis	This SEA staff person will work with the technical expert/consultant to analyze results of the ongoing development of the performance assessment for initial and professional licensure.	50%	$69,837	$34,919
Teacher Stipend (50 teachers, $2,500 each)	West Virginia will provide stipends ($2,500) to a group of 50 teachers who will continue to pilot the performance assessment for initial licensure as well as begin to pilot the emerging performance assessment for professional licensure.			$125,000

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on	10%	$82,695	$8,270

	budget and delivers quality work as defined.			
TBD 2 – Data Analysis	This SEA staff person will work with the technical expert/consultant to analyze results of the ongoing development of the performance assessment for initial and professional licensure.	50%	$71,234	$35,617
Teacher Stipend (50 teachers, $2,500 each)	West Virginia will provide stipends ($2,500) to a group of 50 teachers who will support the final steps of the pilot and validation of the performance assessments for initial licensure and professional licensure.			$125,000

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
West Virginia will offer the 20 pilot participant teachers $200 each for travel related to participating in the pilot process.	20	$200	$4,000

Year 2

Travel	# Trips	$ Per Trip	Total
West Virginia will offer the 20 pilot participant teachers $200 each for travel related to participating in the pilot process.	20	$200	$4,000

Year 3

Travel	# Trips	$ Per Trip	Total
West Virginia will offer the 50 pilot participant teachers $200 each for travel related to participating in the pilot process.	50	$200	$10,000

Year 4

Travel	# Trips	$ Per Trip	Total
West Virginia will offer the 50 pilot participant teachers $200 each for travel related to participating in the pilot process.	50	$200	$10,000

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

The West Virginia Department of Education follows procurement procedures specified in the Code of Federal Regulations Title 34, Parts 74.40 – 74.48 and Part 80.36. In addition, the Department also adheres to State and internal procurement procedures which can be referenced at http://wvde.state.wv.us/internaloperations/procedures.html.

Year 1

Service To Be Provided	Total
West Virginia will work with an external consultant who is an expert in assessment development in order to design/develop, pilot, validate, and implement a teacher performance assessment for initial licensure.	$70,000

Year 2

Service To Be Provided	Total
West Virginia will continue to work with an external consultant who is an expert in assessment development in order to design/develop, pilot, validate, and implement a teacher performance assessment for initial licensure. Work with the consultant in Year 2 will also begin to focus on teacher performance assessment for professional licensure.	$70,000

Year 3

Service To Be Provided	Total
West Virginia will continue to work with an external consultant who is an expert in assessment development in order to design/develop, pilot, validate, and implement a teacher performance assessment for initial and professional licensure.	$70,000

Year 4

Service To Be Provided	Total
West Virginia will continue to work with an external consultant who is an expert in assessment development in order to finalize plans for a teacher performance assessment for initial and professional licensure.	$70,000

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
This cost accounts for lodging/facilities for one convening of all participants (teachers, supervisors, WVDE members, and technical experts/consultants) involved in the development, piloting, and/or validation of the performance assessment(s).	$17,500

Year 2

Other Item	Total
This cost accounts for lodging/facilities for one convening of all participants (teachers, supervisors, WVDE members, and technical experts/consultants) involved in the development, piloting, and/or validation of the performance assessment(s).	$17,500

Year 3

Other Item	Total
This cost accounts for lodging/facilities for one convening of all participants (teachers, supervisors, WVDE members, and technical experts/consultants) involved in the development, piloting, and/or validation of the performance assessment(s).	$17,500

Year 4

Other Item	Total
This cost accounts for lodging/facilities for one convening of all participants (teachers, supervisors, WVDE members, and technical	$17,500

experts/consultants) involved in the development, piloting, and/or validation of the performance assessment(s).	

9. Total Direct Costs

Year 1: $195,263

Year 2: $196,336

Year 3: $278,434

Year 4: $279,553

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $195,263

Year 2: $196,336

Year 3: $278,434

Year 4: $279,553

TTT Scale Up

Budget Part II: Project-Level Budget Table **Project Name:** TTT Scale Up **Associated with Criteria:** D. Great Teachers and Leaders **(Evidence for selection criterion (A)(2)(i)(d))**					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$101,978	$113,618	$125,290	$136,996	$477,882
2. Fringe Benefits	$24,594	$25,086	$25,587	$26,099	$101,366
3. Travel	$2,000	$3,000	$4,000	$5,000	$14,000
4. Equipment					$0
5. Supplies					$0
6. Contractual					$0
7. Training Stipends					$0
8. Other	$10,000	$10,000	$10,000	$10,000	$40,000
9. Total Direct Costs (lines 1-8)	**$138,572**	**$151,704**	**$164,877**	**$178,095**	**$633,248**
10. Indirect Costs*					$0
11.Funding for Involved LEAs					$0
12. Supplemental Funding for Participating LEAs					$0
13. Total Costs (lines 9-12)	**$138,572**	**$151,704**	**$164,877**	**$178,095**	**$633,248**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET NARRATIVE

Project Name: TTT Scale Up

1. Personnel

West Virginia Department of Education takes seriously the need to ensure that there are high levels of accountability associated with the use of these ARRA funds. It recognizes that these funds will supplement, not supplant, current state efforts experiencing success – those that will benefit from additional new funding. These funds will also support new initiatives that push innovation and reform to a higher level of excellence in the state. Currently, the Leadership Cabinet at the WVDE consists of experienced educators and managers, the majority having PhDs, and over ten years experience. When the ARRA funds are secured, we will assign the management of these projects to the senior executive staff and do a full staff review to determine where we can best hire new staff dedicated solely to these projects (with the understanding of the tentative nature of the continuation of the funding after three years). Where necessary we will assign current staff either full time to these responsibilities or part-time as funded. Our guarantee is to ensure that the most qualified staff will be strategically assigned to the projects.

Our assumptions include a 2% annual increase in salaries.

Year 1

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers quality work as defined. .	10%	$74,525	$7,453

TBD 2	This new SEA person will serve as a coach who offers on-site support to TTT scale-up program participants and where needed, potentially participants in other alternative routes to certification programs (note: a coach was not budgeted in other program/project costs – only here in this project budget).	100%	$74,525	$74,525
Teacher Stipends (10 at $2,000 each)	Teachers participating in this program will receive a $2,000 stipend for participation and recruitment to hard-to-staff areas.			$20,000

Year 2

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on budget and delivers	10%	$76,016	$7,602

	quality work as defined. .			
TBD 2	This new SEA person will serve as a coach who offers on-site support to TTT scale-up program participants and where needed, potentially participants in other alternative routes to certification programs (note: a coach was not budgeted in other program/project costs – only here in this project budget).	100%	$76,016	$76,016
Teacher Stipends (15 at $2,000 each)	Teachers participating in this program will receive a $2,000 stipend for participation and recruitment to hard-to-staff areas.			$30,000

Year 3

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project meets timelines, stays on	10%	$77,536	$7,754

	budget and delivers quality work as defined. .			
TBD 2	This new SEA person will serve as a coach who offers on-site support to TTT scale-up program participants and where needed, potentially participants in other alternative routes to certification programs (note: a coach was not budgeted in other program/project costs – only here in this project budget).	100%	$77,536	$77,536
Teacher Stipends (20 at $2,000 each)	Teachers participating in this program will receive a $2,000 stipend for participation and recruitment to hard-to-staff areas.			$40,000

Year 4

Personnel	Responsibilities	FTE	Base Salary	Total
Project Oversight Staff – Senior Program Coordinator	The senior program coordinator will be responsible for the general project management, monitoring and staff and consultant supervision as required. A high level SEA staff person, this coordinator will be highly qualified and have the requisite expertise and experience to ensure that this project	10%	$79,087	$7,909

	meets timelines, stays on budget and delivers quality work as defined. .			
TBD 2	This new SEA person will serve as a coach who offers on-site support to TTT scale-up program participants and where needed, potentially participants in other alternative routes to certification programs (note: a coach was not budgeted in other program/project costs – only here in this project budget).	100%	$79,087	$79,087
Teacher Stipends (25 at $2,000 each)	Teachers participating in this program will receive a $2,000 stipend for participation and recruitment to hard-to-staff areas.			$50,000

2. Fringe Benefits

The Fringe Benefit rate has been estimated at 30% of salary cost for all positions. Fringe benefits are not included on stipends included in the Salaries section of the budget.

3. Travel

Year 1

Travel	# Trips	$ Per Trip	Total
Program participants will be required to attend one convening (10 participants at $200 per trip) for information about the program, continuous learning and improvement, coaching, and	10	$200	$2,000

sharing best practices.			

Year 2

Travel	# Trips	$ Per Trip	Total
Program participants will be required to attend one convening (15 participants at $200 per trip) for information about the program, continuous learning and improvement, coaching, and sharing best practices.	15	$200	$3,000

Year 3

Travel	# Trips	$ Per Trip	Total
Program participants will be required to attend one convening (20 participants at $200 per trip) for information about the program, continuous learning and improvement, coaching, and sharing best practices.	20	$200	$4,000

Year 4

Travel	# Trips	$ Per Trip	Total
Program participants will be required to attend one convening (25 participants at $200 per trip) for information about the program, continuous learning and improvement, coaching, and sharing best practices.	25	$200	$5,000

4. Equipment

Not applicable

5. Supplies

Not applicable

6. Contractual

Not applicable

7. Training Stipends

Not applicable

8. Other

Year 1

Other Item	Total
This amount covers all facility costs for the program participant convening.	$10,000

Year 2

Other Item	Total
This amount covers all facility costs for the program participant convening.	$10,000

Year 3

Other Item	Total
This amount covers all facility costs for the program participant convening.	$10,000

Year 4

Other Item	Total
This amount covers all facility costs for the program participant convening.	$10,000

9. Total Direct Costs

Year 1: $138,572

Year 2: $151,704

Year 3: $164,877

Year 4: $178,095

10. Indirect Costs

The West Virginia Department of Education is not requesting reimbursement for indirect costs.

11. Funding for Involved LEAs

Not applicable

12. Supplemental Funding for Participating LEAs

Not applicable

13. Total Costs

Year 1: $138,572

Year 2: $151,704

Year 3: $164,877

Year 4: $178,095

West Virginia Department of EDUCATION

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January 14, 2010

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4300

Dear Secretary Duncan:

It is with great pleasure that we submit West Virginia's Race to the Top application. We are eager to leverage the opportunities this grant award provides in order to transform our state educational system. Above all we stand poised to do our part in accomplishing President Obama's vision to prepare all of our students to be competitive in the global world.

If additional information is needed, please do not hesitate to contact me.

Sincerely,

Steven L. Paine
State Superintendent of Schools

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