



National Board of Professional Teaching Standards | Virginia

SUMMARY

NBPTS's grant encompasses two program recipients: Richmond Public Schools (RPS) and the Maine Department of Education (which includes five rural districts). As the program sites are located in two states with vastly different statewide policies toward educator evaluation, the U.S. Department of Education (Department) determined, with NBPTS concurrence, that the two sites would be considered separately. This profile provides information on the Virginia grant. The Schools for Excellence Initiative created a flexible and integrated performance-based compensation system (PBCS) that is designed to increase teacher effectiveness and reward teachers and principals for deep knowledge of subject areas and high levels of performance as measured against rigorous NBPTS teaching and leadership standards. The desired long-term outcome is increased student learning and growth. The elementary and middle schools in Richmond, Virginia, serve 3,884 students. Of the eight schools, six have student populations composed of 80 percent low-income, making it even more important to build a critical mass of effective teachers and leaders. Virginia designated six of the schools as hard-to-staff, based on the state's established criteria. Of the more than 300 teachers in the nine schools, only 3 have achieved National Board Certification.

PROGRAM GOALS AND EVALUATION

The goal of the NBPTS Schools for Excellence Initiative is sustainable PBCSs that:

- Are designed by teachers and key stakeholders
- Enhance teacher effectiveness and school improvement with NBPTS high-quality professional development

State: Virginia

Location: Richmond

Award amount: \$23,274,100

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 1

Number of schools participating: 8

Number of teachers eligible: 285

Number of principals eligible: 8

Superintendent: Dr. Dana Bedden

Key program staff:

Loveen Bains, Project Director

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Janet Haber, Project Analyst

Willie Mae Edmonds, TIF Program Specialist

- Recruit and limit turnover in hard-to-staff schools and subjects
- Increase the number (or the percentage) of teachers and principals receiving incentive payments based on student achievement and other learning measures

REWARD STRUCTURE

The Schools for Excellence evaluation model includes two levels of student growth measures. For the 40 percent of teachers in tested subjects, the primary data source will be state-administered standardized tests through value-added analysis. Teachers in non-tested subject areas will use student learning objectives aligned with state and district curriculum, along with pre-tests and post-tests of student knowledge and skills to measure student growth.

- Mentoring new teachers (\$500 per academic year)
- Schoolwide Goal (\$1,500)
- Candidate Support Provider (\$500 per candidate)
- Site-based Coordinators (\$1,500 per academic year)

YEARS 1-4 HIGHLIGHTS

- Principals and participating teachers whose students demonstrated growth on the year's state assessments received awards through the PBCS.
- Schools participated in grant-sponsored professional development and other grant-related activities, such as Take One! to begin the Board certification process.
- By Year 3, five Richmond teachers had achieved board certification.

YEAR 5 OUTLOOK

- Provide support and encouragement for more teachers to become national board certified.
- Continue training for Richmond teachers on writing rigorous student learning goals by APA.
- Continue professional development for teachers and administrators to promote student achievement.
- Build leadership capacity within the schools.

SUSTAINABILITY

- Professional Development
 - Mentoring for new teachers
 - Mathematics
 - Language arts
 - Classroom management

PERFORMANCE-BASED COMPENSATION

- Year 4 PBCS payments were made December 2014–January 2015.
- Year 4 PBCS totaled \$664,864, representing 0.27 percent of salary.