

State Summary Report

VIRGINIA

Virginia selected 8 Agents Changing Education (ACEs) to help raise awareness of the National Board Certification process in school around the Commonwealth. The chosen ACEs represented 4 out of the 8 regions of Virginia (Hanover County, Henrico County, Richmond City, Chesterfield, Virginia Beach City, Prince William, and Nottoway). The team included **55 NBCTs with a background in Early Childhood education.**

Objectives include:

- Establish ACEs in high needs schools and districts with a focus on early childhood
- Create a statewide program based on the National Board 5 Core Propositions
- Partner with higher education to establish a curriculum based on the National Board's 5 Core Propositions for use in teacher preparation programs and in provisional teacher programs

WORKFORCE CHALLENGE:

Significant gaps in teacher experience, with few highly effective teachers and no exposure to NBCT programs or leaders in high needs schools

STRATEGIC GOAL:

Increase the number of highly effective teachers in high needs schools

Activities and Accomplishments

Key Action Plan Components

- Selected 8 ACEs via application process
- Created five modules for a state-wide curriculum and tested the modules in a university program

Stakeholder Engagement

- Met with VA Department of Education's Chief Academic Officer and Superintendent of Instruction
- Met with the University of Richmond to plan a pre- and in-service curriculum, based on the 5 Core Propositions, for use with historically black colleges and universities (HBCUs)
- Held multiple conversations with superintendents from all over the state to help in their understanding of the impact of the NBCT process
- Had a "heat map" created to overlap school district poverty with student access to Board-certified teachers

Broadening Awareness

- Launched awareness campaign, including 8 awareness events advertised via Twitter, flyers, and newsletters
- Reach included state superintendents, all 386 VA NBCT Network member and regional representatives, Learning Forward members, and all members of the VA Association of Supervision and Curriculum Development's (VASCD) 82 district consortium
- Presented at the VASCD annual conference to an audience of 40 individuals; 18 signed their name and information for follow up
- Participated in the State Superintendent's Leadership Council meeting
- Developed series of professional learning lessons

Challenges and Learnings

The Virginia team understood the importance of this work, but also the challenges associated with a classroom-based team. Time was an issue, with balancing demands of participants' full-time jobs proving to be difficult. Having resources for a part- or full-time team member dedicated to NBCT awareness and support would be helpful, particularly to conduct more concerted outreach to teachers of color. Despite this challenge, the greatest learning is that stakeholders across Virginia are craving this type of teacher-led advocacy and believe in the power of the National Board Certification process.