



WEST VIRGINIA SECRETARY OF STATE

MAC WARNER

ADMINISTRATIVE LAW DIVISION

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Office of West Virginia
Secretary Of State

**NOTICE OF FINAL FILING AND ADOPTION OF A LEGISLATIVE EXEMPT, INTERPRETIVE OR PROCEDURAL
RULE**

AGENCY: Education TITLE-SERIES: 126-149
RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: No
RULE NAME: Professional Learning for West Virginia Educators
(5500)
CITE STATUTORY AUTHORITY: W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler,
180 W. Va. 451, 376 S.E.2d 839 (1988); and, W. Va. Bd. of Educ. v. Bd. of
Educ., 239 W. Va. 705, 806 S.E. 2d 136 (2017)

This rule is filed with the Secretary of State. This rule becomes effective on the following date:

July 11, 2022

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.

Yes

Michele L Blatt -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

126CSR149

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 149
PROFESSIONAL LEARNING FOR WEST VIRGINIA EDUCATORS (5500)

§126-149-1. General.

1.1. Scope. -- This legislative rule provides guidelines for the coordination and delivery of high quality professional learning experiences for West Virginia educators. This rule defines the roles and responsibilities among the various state and local professional learning providers.

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-2-5, 18-21-1 et seq., 18-9A-10, 18A-3C-3, and 18A-3-8.

1.3. Filing Date. -- June 9, 2022.

1.4. Effective Date. -- July 11, 2022.

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR149, Policy 5500, Professional Learning for West Virginia Educators, filed October 11, 2018, and effective November 13, 2018.

§126-149-2. Purpose.

2.1. This policy directs the coordination, development, and evaluation of high-quality professional learning programs for West Virginia educators. In addition, this policy also outlines the allocation methodology for state aid funding appropriated to support county-level implementation of comprehensive systems for educator induction and professional growth.

2.2. Professional learning includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college- and career-readiness.

§126-149-3. General Responsibilities.

3.1. The West Virginia Board of Education (WVBE) will:

3.1.a. establish professional learning goals (see Appendix A);

3.1.b. provide a comprehensive definition of professional learning (see section 2.2); and

3.1.c. articulate professional learning standards (see Appendix B).

3.2. The West Virginia Department of Education (WVDE) will:

126CSR149

3.2.a. provide leadership in communicating the goals and standards for professional learning to all WVDE staff, county board of education members (CBEM), county board of education staff (CBES), school leaders, and the state's public institutions of higher education educator preparation programs;

3.2.b. institute a system for the coordination and delivery of high-quality professional learning that is either individualized, provided in school-based settings, or provided in regional settings (rather than large-scale groups) to the fullest extent possible;

3.2.c. develop a guidance resource to support the design and delivery of a comprehensive professional learning system as outlined in Appendix C;

3.2.d. assist CBES and school leaders with the selection, design, implementation, and evaluation of high-quality, professional and personalized learning experiences that maximize available funding and resources and adhere to the WVBE Professional Learning Standards in Appendix B;

3.2.e. develop a systemic approach to provide ongoing assistance to CBES and schools in the provision of high-quality professional learning experiences that includes:

3.2.e.1. a focus on capacity building at the local level;

3.2.e.2. content and programmatic area expertise and guidance to support program implementation with CBES, school leaders, and educators; and

3.2.e.3. online professional learning courses and resources aligned to the current WVBE-approved content standards, the West Virginia Standards for Effective Schools, and the requirements that lead to educator certification and licensure, endorsement, or professional growth.

3.2.f. assist CBES with the design and implementation of a teacher leader framework to accomplish the teacher induction and professional growth aspects of their professional learning plans. This framework will strive to achieve the following goals:

3.2.f.1. increased student achievement and growth through the development of a shared leadership structure at the school level;

3.2.f.2. broader dissemination and use of effective teacher strategies through an increase in teacher collaboration;

3.2.f.3. stronger and more positive school and district culture through the development and retention of highly effective teachers; and

3.2.f.4. creation of networks among schools or school systems, or both, of comparable size and interests for the design and implementation of teacher leader frameworks

3.2.g. provide a report of the implementation of the comprehensive systems of support for teacher and leader induction and professional growth and may make any recommendations it considers necessary to the Legislative Oversight Committee on Education Accountability.

3.3. County board of education members (CBEM) will:

126CSR149

3.3.a. oversee the county-level implementation of a system for the coordination and delivery of high-quality professional learning;

3.3.b. approve the county strategic plan, inclusive of all components outlined in section 3.4.d prior to CBES' submission of the county strategic plan to the WVBE annually.

3.3.c. adopt a teacher leader framework that must include:

3.3.c.1. identification of specific roles and responsibilities, eligibility requirements, and compensation plans for each teacher leader position, and clearly communicate these to teacher leaders, administrators, and other stakeholders;

3.3.c.2. provide regular, targeted professional learning opportunities for teacher leaders, and encourage redelivery within their respective schools;

3.3.c.3. provide time and opportunities for teacher leaders to collaborate with administrators, curriculum staff, other teacher leaders, and teachers;

3.3.c.4. mechanisms to monitor and evaluate the effectiveness of the teacher leader program through surveys of school administrators and school faculty; and

3.3.c.5. opportunities to include teacher leaders in the school improvement planning process.

3.4. County board of education staff (CBES) will:

3.4.a. use recommendations from the Local Staff Development Council, as defined in W. Va. Code §18A-3-8 ,to develop a county professional learning plan that is incorporated into the county strategic plan using data from:

3.4.a.1. each county's strategic plan needs assessment;

3.4.a.2. each county's existing professional learning plan as documented in the West Virginia Support for Improving Professional Practice (WVSIPP) section of the county strategic plan;

3.4.a.3. W. Va. 126CSR142, Policy 5310, Performance Evaluation of School Personnel;

3.4.a.4. aggregated student data from W. Va. 126CSR14, Policy 2340, West Virginia Measures of Academic Progress; and

3.4.b. institute a system for the coordination and delivery of high-quality professional learning that is either individualized or provided in school-based settings if possible;

3.4.c. support, monitor, and ensure the fidelity of the implementation of professional learning experiences that are aligned to the WVBE Professional Learning Standards outlined in Appendix B; and

3.4.d. as part of the county strategic plan, annually submit to the WVBE as directed by the WVDE, the county professional learning plan as part of the WV SIPP, and also include components related to the West Virginia Teacher Leadership Framework as identified in Appendix D.

3.5. West Virginia public schools will:

3.5.a. implement a professional learning plan that includes high-quality learning experiences to support all educators and personnel in the delivery of high-quality educational programming as part of the school's strategic plan. The school strategic plan should align with, be incorporated into, and complement the county's strategic plan by providing the following:

3.5.a.1. educator access to high-quality professional and personalized learning experiences that focus on individual professional growth of educators, student needs based on acquired data, and school-wide goals for professional and personalized learning;

3.5.a.2. educator engagement opportunities to learn alongside colleagues through collaborative models such as professional learning communities to improve individual teaching practices, support student learning and well-being, and foster school-wide growth;

3.5.a.3. educator participation in school- and classroom-based examination of student data to increase student achievement and well-being;

3.5.a.4. school budget allocations to support professional and personalized learning;

3.5.a.5. flexible and creative schedules to ensure consistent opportunities for educators to participate in professional learning communities during the work-day;

3.5.a.6. focused professional learning offerings available in both individualized and school-based settings rather than in large-scale settings to the extent possible; and

3.5.a.7. a process for monitoring the implementation and measuring the effectiveness of professional learning sessions where classroom implementation is expected or required.

§126-149-4. Step 7d of the Public School Support Plan.

4.1. Step 7d, the Public School Support Plan (PSSP) is designed to financially support county-level implementation of comprehensive systems for teacher and leader induction and professional growth.

4.2. In accordance with W. Va. Code §18-9A-10(a)(4), the statewide total amount of Step 7d funding will be calculated as the amount appropriated for the purpose in the immediately preceding school year, plus 20 percent of the growth in the local share amount under the PSSP.

4.2.a. After the county strategic plan is approved, the statewide Step 7d amount will be allocated annually to the county based on the following percentages:

4.2.a.1. 60 percent of the total statewide allocation will be distributed based on the number of full-time equivalent teachers employed by the county with zero years of experience;

126CSR149

4.2.a.2. 25 percent of the total statewide allocation will be distributed based on the total number of full-time equivalent teachers employed by the county with one, two, or three years of experience;

4.2.a.3. ten percent of the total statewide allocation will be distributed based on the number of full-time equivalent principals, assistant principals, and career and technical education administrators employed by the county who are in their first or second year of employment as a principal, assistant principal, or career and technical education administrator;

4.2.a.4. two percent of the total statewide allocation will be distributed based on the number of full-time equivalent principals, assistant principals, and career and technical education administrators employed by the county who are in their first year in an assignment at a school with programmatic level in which they have not previously served as a principal, assistant principal, or career and technical education administrator; and

4.2.a.5. three percent of the total statewide allocation will be distributed based on needs identified in the county's strategic plan for continuous improvement of schools and school systems, including those identified through the performance evaluations of professional personnel. In the event that the full amount of the funds allocated on this basis are not needed to fulfill the needs identified in the county's strategic plan, any remaining funds shall be added to the funding allocated under section 4.2.a.1.

4.3. Effective for five years beginning with the 2020-2021 school year and ending after the 2024-2025 school year, funds to be allocated under this section in the amount of \$100,000 shall be retained by the WVDE and used to assist CBES with the design and implementation of a teacher leader framework to accomplish the teacher induction and professional growth aspects of their comprehensive systems of support for teacher and leader induction and professional growth pursuant to W. Va. Code §18A-3C-3.

4.4. Once the total allocation is determined for each county, it shall be compared to the county's total allocation of teacher and principal mentor funds from the 2016-17 school year. In accordance with statute, no county's allocation can be less than the level of funding received in the 2016-17 year. If the standard calculation results in a lower allocation than received in 2016-17 for a particular county, that county's total allocation will be increased to the 2016-17 level, with the allocation for all other counties decreased proportionately.

§126-149-5. Severability.

5.1. If any provision of this policy or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

Appendix A

West Virginia Board of Education Goals for Professional Learning

1. Increase deep content knowledge and proficiency in designing and delivering content standards-driven instruction and assessments for all pre-K through 12th grade West Virginia educators.
2. Increase the knowledge and skills of all pre-K through third grade educators to deliver a comprehensive pre-K through third grade approach to early learning education that includes a balanced approach to early literacy and numeracy.
3. Establish and sustain effective collaborative learning teams in schools and counties in alignment with the WVBE standards for professional learning and a cycle of continuous improvement.
4. Improve leadership competencies for principals and assistant principals to support high-quality teaching and learning including the development of teacher leaders.
5. Utilize the educators' evaluation system as an important component of continuous educator development.

Appendix B

WVDE Definition of Professional Development and Standards for Professional Learning

In 2012, the West Virginia Board of Education approved a definition of professional learning (see section 2.2) and adopted the Learning Forward (formerly National Staff Development Council) Standards for Professional Learning (2011).

Definition of Professional Learning

Professional learning includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college- and career-readiness.

Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students:

- occurs within **learning communities** committed to continuous improvement, collective responsibility, and goal alignment;
- requires skillful **leadership** to develop capacity, advocate for, and create support systems for professional learning;
- requires prioritizing, monitoring, and coordinating **resources** for educator learning;
- uses a variety of sources and types of student, educator, and system **data** to plan, assess, and evaluate professional learning;
- integrates theories, research, and models of human learning into **learning designs** to achieve its intended outcomes;
- applies research on change and sustains support for **implementation** of professional learning for long-term change; and
- aligns its **outcomes** with educator performance and student content standards.

Appendix C

Professional Learning Continuum

Effective professional learning is coordinated and works toward a cohesive, common vision that will affect educator effectiveness and student learning. Professional learning should be planned and organized to engage educators and benefit students. The WVBE and WVDE seek to support educators in their career-long professional growth. This continuum highlights the goals, research-based best practices, and selected essential understandings for the pre-service educator through the educational leader.

Professional Learning Continuum			
Pre-service Educator (Grow Your Own Student/Resident Teacher/Student Teacher)	Novice Educator (0-3 Years of Service)	Professional Educator (3+ Years of Service)	Educational Leader (Continual Educator Development)
GOALS			
<p>Ensure that all pre-service educators graduate from postsecondary teacher preparation programs with the knowledge, skills, and dispositions necessary to be effective educators for all the students they will serve.</p> <p>Build the content knowledge and teaching skills of entering teachers to a level of beginning proficiency.</p>	<p>Ensure that every beginning teacher has access to a high-quality induction program designed not only to benefit the novice but also to support the professional learning of the experienced teacher serving as the mentor.</p> <p>Build on preparation experience with robust mentoring and induction support to improve practice.</p>	<p>Ensure educators are gaining the skills and knowledge necessary to increase individual competency, enhance program quality, and improve outcomes for children.</p> <p>Provide a system of support that allows educators to benefit from ongoing professional learning and growth through various systems including professional learning opportunities offered through local and state agencies.</p>	<p>Ensure the development of educational leaders through a process of continual professional development.</p> <p>Provide a system of support that allows educators to grow professionally so they can become leaders in their schools, counties, state, and profession.</p>

Professional Learning Continuum			
Pre-service Educator (Grow Your Own Student/Resident Teacher/Student Teacher)	Novice Educator (0-3 Years of Service)	Professional Educator (3+ Years of Service)	Educational Leader (Continual Educator Development)
RESEARCH-BASED BEST PRACTICES			
<ul style="list-style-type: none"> • Teacher-in-residency programs • Alternative certification routes • Teacher effectiveness research • Effective schools research 	<ul style="list-style-type: none"> • Multi-year support for new teachers • Teacher induction • High-quality mentoring using carefully selected and well-prepared mentors • Ongoing professional learning • Quality evaluation and feedback 	<ul style="list-style-type: none"> • Sustained, standards-focused professional learning opportunities based on data-driven needs • Support for pursuit of opportunities for educator leadership and advanced studies • Support for pursuit of National Board Certification • Quality evaluation and feedback • Feedback to improve practice and improve student achievement 	<ul style="list-style-type: none"> • Sustained, standards-focused professional learning opportunities based on data-driven needs • Support for pursuit of administrative/ leadership opportunities • Support for pursuit of National Board Certification • Systematic analysis and adjustment of practices

Professional Learning Continuum			
Pre-service Educator (Grow Your Own Student/Resident Teacher/Student Teacher)	Novice Educator (0-3 Years of Service)	Professional Educator (3+ Years of Service)	Educational Leader (Continual Educator Development)
SELECTED ESSENTIAL UNDERSTANDINGS			
<ul style="list-style-type: none"> • Pedagogy and foundations of child development • Classroom environments, schedules, and routines • Content knowledge based on certification(s) • Interpersonal skills • School effectiveness research and processes • Adverse Childhood Experiences (ACEs) and trauma-informed care/teaching • Classroom management • Instructional strategies • Assessment types, strategies, and literacy • Reading and mathematics literacy 	<ul style="list-style-type: none"> • Classroom management • Standards-focused instruction • Building a strategy bank • Problem solving and critical thinking • ACEs and trauma-informed care/teaching • Instructional planning • Differentiating instruction • Assessment types, strategies, and literacy • Knowledge of content and pedagogy • Behavior management (preventative and restorative discipline) 	<ul style="list-style-type: none"> • Personalized learning for all • Analyzing and adjusting teaching strategies • National Board Certification • Continuous learner • Innovation • Reflective skills • Knowledge of content and pedagogy • Knowledge of students • Pursuing equity for all students • Supporting the whole child 	<ul style="list-style-type: none"> • Becoming a teacher leader • Mentoring others • Being an instructional leader • Working with adult learners • Exhibiting strong communication skills • Working collaboratively • Knowledge of students • Pursuing equity for all students • Supporting the whole child

Professional Learning Continuum			
Pre-service Educator (Grow Your Own Student/Resident Teacher/Student Teacher)	Novice Educator (0-3 Years of Service)	Professional Educator (3+ Years of Service)	Educational Leader (Continual Educator Development)
BUILDING PRE-SERVICE EDUCATOR LEADERSHIP			
<ul style="list-style-type: none"> • Learner • Conference attendance • Participation in professional learning • Student internships • Participation in various academic, social, and service organizations on campus and in the community 	<ul style="list-style-type: none"> • Learner • Develop expertise and hone skills • Participate in professional learning • Participate in school and community committees • Participate in faculty senate • Attend National Board Awareness sessions • Subscribe to professional publications • Read professional literature • Join professional organizations 	<ul style="list-style-type: none"> • Attainment of advanced degrees • Learner • Instructional specialist • Curriculum specialist • Learning facilitator • Data coach • Candidate for National Board Certification • Member of professional organizations • Participant in educational recognition such as Teacher of the Year, etc. 	<ul style="list-style-type: none"> • Learner • Responsive provider • Classroom supporter • Mentor • School leader • Catalyst for change • School, county, state, and national level presenter • Pursue advanced degrees • Engage in professional organization leadership

Appendix D

Support for the West Virginia Teacher Leadership Framework
County Planning Document

Background

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

Prerequisite Reading

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

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

Section	Considerations
<p>Planning</p> <p>Process used to develop county teacher leadership framework.</p>	<p>How will teacher leadership support current county efforts and priorities to improve teacher quality and student learning?</p> <p>Identify the goals the county hopes to achieve through teacher leadership efforts.</p> <p>Define the challenges you are trying to solve through teacher leadership.</p> <p>Describe how stakeholders are engaged in this process.</p> <p>Define how this information will be communicated to county staff.</p> <p>Specify the manner in which local teacher leadership efforts will be systemic, ongoing, and sustained in a fully supported manner.</p> <p>Provide the appealing features and incentive per role that will be available to the teacher leader.</p>

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

Section	Considerations
<p>Teacher Leadership Selection</p> <p>Define how teacher leaders will be selected in your county including the evidence that will be used to meet the requirements and competencies.</p>	<p>Recognition as an effective classroom teacher</p> <p>Deep knowledge of effective instruction/pedagogy and content knowledge</p> <p>Rated accomplished or above under evaluation system</p> <p>Exhibits leadership capabilities and capacity to take on additional roles and responsibilities while remaining in the classroom</p> <p>Defined years of experience to be eligible</p> <p>Encourage and promotes diversity</p> <p>Strong communication skills</p> <p>Strong work ethic</p> <p>Adaptable, open-minded, creative</p> <p>Visionaries</p> <p>Positive</p> <p>Experience working with adult learners</p> <p>Leadership experiences</p> <p>Experience using data to drive instruction</p> <p>Team player/collaborator</p> <p>Strong interpersonal skills</p>
<p>Application and Hiring Process</p> <p>Include details about eligibility, the desired attributes of the teacher, and the processes that demonstrate fairness.</p>	<p>Recommendation by administrator</p> <p>Representative selection committee for teacher leadership roles</p> <p>Established timeline for applications to be submitted to school administrator</p> <p>Online application available</p> <p>Face-to-face vs. virtual interview</p> <p>Established scoring rubric</p> <p>Defined members of interview committee</p> <p>Required documentation</p> <p>Type of contract</p> <p>Length of contract</p>
<p>County/Administrator Roles</p> <p>Define proposed county/administrator roles.</p>	<p>Establishment of standards and expectations for teacher leadership</p> <p>School-wide focus on learning and reflection</p> <p>Culture in which teachers are valued and respected as examples and models for other teachers in the profession</p> <p>Principal fosters, supports, and models teacher leadership</p> <p>Defined process for how teacher leader fits into the county strategic plan (role development)</p> <p>Defined process for how teacher addresses the emergent needs of the resident teacher, beginning teacher, and experienced teacher (as aligned with the County WVSIPP Plan)</p> <p>Inclusion of teacher leader in school improvement planning</p>

Section	Considerations
<p>Management Protocol</p> <p>Establish the protocol to manage the county teacher leadership framework.</p>	<p>Create a county-level team that deeply understands the framework and can disseminate information and training to others</p> <p>Explore creating a teacher leader designation (WVDE Certification Services)</p> <p>Create a process for county to track funding (Step 7d)</p> <p>Assist schools in restructuring school day to allow for teacher leaders to maintain their classrooms while spending time co-teaching, mentoring, and providing professional learning</p> <p>Create cohorts of educators focused on building their degrees, certifications, and professional development</p> <p>Provide regular, targeted professional learning opportunities for teacher leaders encouraging redelivery in their respective schools</p> <p>Develop a peer and self-monitoring protocol for participating teachers</p> <p>Designate teacher leader supervisor at school or county level</p> <p>Create and advertise incentives for teacher leaders who agree to stay in the position for designated periods of time</p> <p>Support for building-level administrators to support school culture and school structures</p> <p>Level of WVDE involvement/support</p>
<p>Evaluation Procedures</p> <p>Develop the procedures for evaluating teacher leaders and the county teacher leadership framework.</p>	<p>Defined evaluation of program</p> <p>Student achievement data</p> <p>Teacher leader logs</p> <p>Portfolio demonstrating accomplishments, classroom instruction, and/or evidence of student learning</p> <p>Teacher leader surveys</p> <p>External evaluator</p> <p>Feedback from students impacted by teacher leaders</p> <p>Equity of plan in support of WVDE Strategic Plan 3E's: Educational pathways, employment, and enlistment</p> <p>Developed accountability systems to measure performance in leadership roles</p> <p>Methods to monitor and evaluate effectiveness of teacher leaders</p> <p>Self-reflection</p> <p>Documentation of support</p> <p>Teacher retention data</p>
<p>Estimated Budget</p> <p>Create an estimated budget for the use of Step 7d funds.</p>	<p>Monetary compensation</p> <p>Additional recognition and job-embedded professional development</p> <p>Narrative demonstrating clear connections between costs, roles, and goals</p>

Section	Considerations
<p>Communication</p> <p>Ascertain how county leadership will communicate and message information about the county leadership framework and leadership opportunities to county staff.</p>	<p>Define communications flow to targeted staff regarding leadership positions (i.e., identified highly effective teachers, identified accomplished or above on evaluation).</p> <p>Add an easily accessible teacher leadership website location on the county website</p> <p>Presentations to CBEM on the benefits of teacher leadership</p> <p>Social media posts</p> <p>E-mail blasts</p> <p>Talking points for families</p> <p>Presentations to teacher on the research and how teacher leadership advances their practice and improves school culture</p> <p>Develop a teacher leadership network communication tool (ex. TEAMS)</p>