

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.


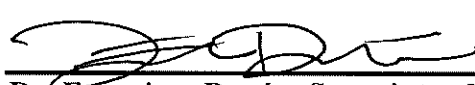
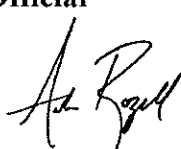
A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Arlington Public Schools• Contact – Paige Tucker, Director Talent Acquisition and Management • Address – 2110 Washington Blvd, Arlington, VA 22204 • Phone Number - 703-228-2472 • Email Address – paige.tucker@apsva.us • Signature of School Board Chair and Superintendent  _____ Reid Goldstein, Board Chair  _____ Dr. Francisco Durán, Superintendent	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language - Chinese	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language - Russian	PreK–12
Foreign Language - German	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12

Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Arlington Public Schools started the 2022 school year with many vacancies in both elementary and secondary areas. While this number continues to decrease, APS is continuing to hire teachers who are not fully certified and are obtaining licensure through the provisional route to teaching.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the

Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.

- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students

- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of

effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts

foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in

which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

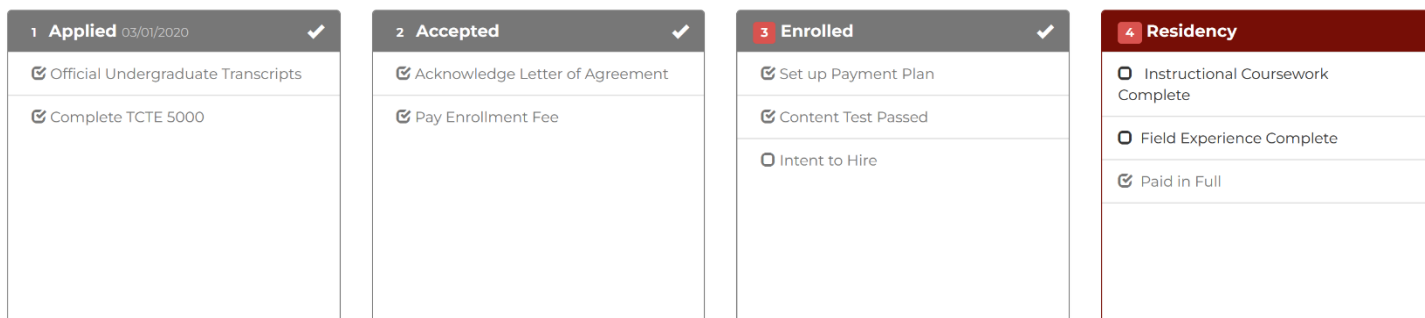
- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the

following screenshot from an active candidate's program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program's mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model

Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

PROPOSED

***GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

Organization Sponsored by a School Board	
<ul style="list-style-type: none">• Name of School Board County Public Schools Bedford County Public Schools• Program Contact Dr. LeeAnn Calvert, Executive Director of Human Resources and Talent Development• Address 310 South Bridge Street Bedford, VA 24523• Phone Number 540-586-1045• Email Address lcalvert@bedford.k12.va.us• Signature of Superintendent 	<ul style="list-style-type: none">• Name of Organization Iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business and Informational Technology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6–12
Dance	PreK–12
Elementary	PreK-6
English	6-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language- Latin	PreK-12
Foreign Language - French	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Sciences	6-12
Marketing Education	6–12
Mathematics	6-12

Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music – Vocal/Choral	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	PreK - 12
Special Education General Curriculum	PreK - 12
Technology Education	6-12
Theatre Arts	PreK-12
Early Childhood Education	NK-5
Science - Biology	6-12
Science - Biology	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and

review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

Bedford County Public Schools (BCPS) educates around 9,000 students in 21 schools. Before 2020, Bedford usually hired less than 80 new teachers and 40 novice teachers with very few provisional licenses. During the 2021-22 school year, BCPS hired 107 new teachers with 77 of those being novice teachers. Out of the 77 novice teachers, 33 had a provisional license. During the 2022-23 school year, BCPS hired 112 new teachers with 73 of those being novice teachers. Out of those 73 novice teachers, 40 had a provisional license. Elementary Education and SPED are the two areas that we have the hardest time recruiting and retaining due to the demands in licensing and demands that licensing puts on them financially and on them in demand for their attention and time. Iteach VIRGINIA offers affordability, support, investment from the division, and a simple plan for anyone wanting to enter education to understand. This will help us recruit for positions and retain teachers because the process is not overwhelming and expensive.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and selfexpression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.

Bedford County Public Schools (BCPS) will engage in evaluation of the iteach program with multiple measures. First, Bedford County Public Schools will evaluate participants in the iteach program using the standardized process, BCPS Teacher Development & Evaluation Process, which assesses effective teaching focused on instructional practice and student growth. The evaluation of teacher performance is aimed to ensure and promote engaging and relevant learning experiences for students and foster professional growth for educators. Through pre and post collaborative discussions and classroom observations by administrators, teachers will be evaluated using indicators based on the VDOE performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, Culturally Responsive Teaching and Equitable Practices Professionalism, and Student Academic Progress. Supervising administrators utilize multiple measures to rate and assess levels of proficiency to include highly effective, effective, needs improvement, or unsatisfactory. This allows for direct feedback on teacher performance in alignment with the state standards. Effective or higher ratings will be expected for success.

The second area of program evaluation will be program satisfaction. Bedford County Public Schools will implement an outcome-based evaluation process that will be centered around key components of a successful program. Data will be gathered at least two times per year through satisfaction surveys completed by school administrators and program participants. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success.

Additionally, Bedford County Public Schools' Human Resources and Talent Development Team will monitor program satisfaction as it relates to program completion and licensure, performance evaluation, and teacher retention. Program participants will also receive support through supervising administrators, New Teacher Support Team, new teacher mentors, Instructional and/or Special Education Supervisors, and ongoing Professional Learning Pathways that offer collaborative guidance on experiences that provisionally licensed teachers need to grow in the teaching profession.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative

instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students ▪
TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus

administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The

information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA

- Bachelor’s Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete PreHire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

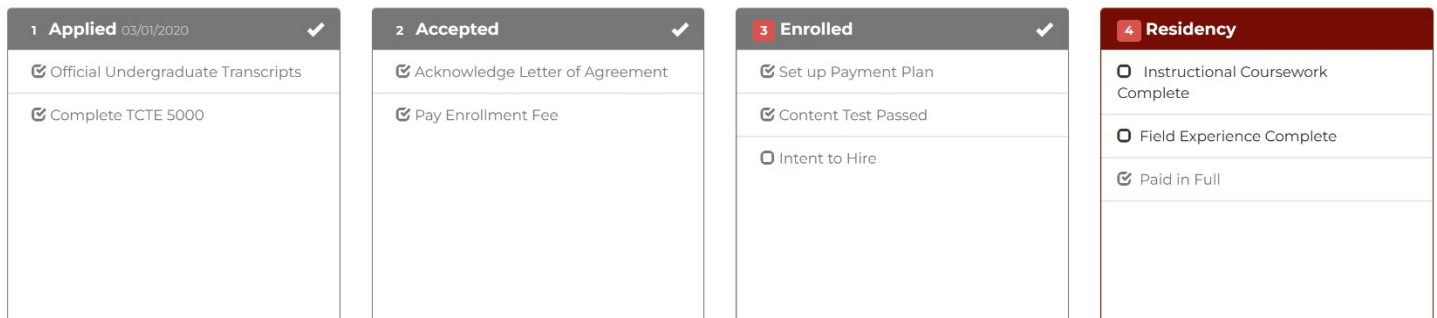
The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions;

InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and

program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*.

Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to assess students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA

that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' selfevaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

Organization Sponsored by a School Board	
<ul style="list-style-type: none">• Name of School Board Botetourt County Public Schools• Program Contact Tim McClung, Director of Human Resources and Health Services• Address 143 Poor Farm Road, Fincastle, VA 24090• Phone Number 540-472-8263• Email Address tmclung@bcps.k12.va.us• Signature of School Board Chair <p><i>Anna Weddle</i></p>	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official <p><i>Andrew Rozell</i></p> <ul style="list-style-type: none">• Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12

Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Botetourt County Public Schools is in a rural setting. The rural location brings challenges to securing fully certified teachers. We have had success hiring teachers with a bachelor’s degree. It would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor’s degree. The program is affordable at \$3,050 and can be completed in one year. Our new teachers will find this option economical and manageable.

Botetourt County Public Schools has experienced a growing number of unfilled teacher positions, with a steady incline in shortages over the last three years. For the 2022-2023 school year, we still have unfilled vacancies. We have increased interest in teaching by career switchers, paraprofessionals, or undergraduate degree seekers who substitute teach but need the means to support the nature of their credentialing requirements. The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are
The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of

teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky’s zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program’s curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program’s website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor’s degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
-
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Botetourt County Public Schools will evaluate the iteach program using multiple metrics. The completion rate along with teacher evaluation scores on the 8 Performance Standards, will be used to determine effectiveness. The information will be shared with the board. Evaluation of the program’s implementation and success will include participation in the state’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. This allows for direct feedback on teacher performance in alignment with the state standards. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success. Satisfactory or higher ratings will be expected for success. Student and parent feedback can be collected through end of course or end of year surveys to provide additional stakeholder feedback.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning

Performance Standard 5: Learning Environment
Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
Performance Standard 7: Professionalism
Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views to understand their prior

knowledge

- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program’s targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of

successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional

observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom

Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is

aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE
ROUTES TO LICENSURE IN RESPONSE
TO HOUSE BILL 2486 OF THE 2019
VIRGINIA GENERAL ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE
TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.


A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Charles City County Schools• Program Contact Toni L. Childress• Address 10035 Courthouse Rd Charles City, VA 23030• Phone Number 804-642-4649• Email Address tchildress@ccps.net• Signature of School Board Chair <i>Roduey Tyler</i> 2022-06-28	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, Charles City Public Schools and iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns

with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by Charles City Public School district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language - Chinese	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language - Russian	PreK–12
Foreign Language - German	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6-12
Marketing	6-12

Mathematics	6–12
Middle School Math	6-12
Middle School Science	6 – 8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	6-8
Music - Vocal	PreK-12
Physical Education and Health	PreK-12
Science - Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K - 12
Theatre	PreK - 12
Trades and Industry	9-12
Technology Education	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$3,000 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Annually, St. Charles County has several unfilled vacancies that remain unfilled with a certified teacher. At times, we find a degreed substitute that is interested in going through an alternate means to licensure; however, the cost and time becomes overbearing.

For the 2022-2023 school year, we have 9 possible elementary teacher vacancies. Of the 9 possible vacancies for next school year, five have been vacant all year (2 special education, three elementary, and one media center) at the elementary school. For the 2022-2023 school year, we have fewer vacancies for the 2022-2023 school year compared to the elementary school. Out of the 29 full teachers, we have 11 who may not return. Of those 11, three of those positions have remained unfilled (CTE, Middle School Science, Nurse).

Charles City Public Schools has three of our substitutes working on the provisional license through an alternate route – CTE, Special Education, and science. Additionally, Charles City Public Schools has community members, substitutes, paraprofessionals who would be willing to assist in the shortage area if there were an alternate route to licensure.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession. Additionally, collegial support has shown to enhance retention.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

The greatest need of St. Charles County is hiring teachers at the elementary school who are highly qualified and licensed. The district's second greatest needs is in Special Education. The district is a Title I Division with 23% of the district's population identifies as special needs. Because of this it is important to create a pathway for those who are interest in this alternative path.

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. (Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
-
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum; however, the rate will be reviewed after two years to ensure reliability.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

District Specific Review

The evaluation process of St. Charles County will be two-fold. First, the district will insist on supporting our new provisionally licensed teachers with assigning a strong mentor with specific agenda minutes for meetings, administrative support and meetings, and district support with weekly / monthly scheduled and highly structured check-ins.

Success will be measured in a number of ways. Most importantly, administrative (central office) feedback via observations is a primary manner to determine effectiveness and needs of the teacher candidates. Feedback throughout the year would be important in determining the needs. The candidate would have the opportunity to collaborate with our specialists in all areas to become the best teacher.

Success would also be measured by the number of candidates enrolled at the beginning of the year and how many of those made satisfactory progress towards.

The following will be included in the measurements:

1. Number of candidates entering program
2. Progress measured of each candidate at the end of the first semester and end of school year
3. Administrative evaluations – what are the strengths and areas in need of improvement?
4. Self-check / self-evaluation – monthly needs assessment / self-evaluation based on data and feedback
5. Number of candidates at least half way complete with program at the end of the school year. What are the barriers?

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students
- TCVA 5700 – You Are Hired!

Additional courses will be offered in specific content areas, such as Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6003: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S.

has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's":
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to

understand their prior knowledge

- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed unsuccessful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred

back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.). Section enhanced with District Input

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form that reflects the ratings of each observation.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supe

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program’s admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor’s degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

In summary, iteach will have the following requirements for all candidates pursuing admission to the program:

- Minimum of a 2.5 GPA
 - Bachelor’s Degree from a regionally accredited institution
 - Official transcripts with a date degree conferred
 - Complete an application
 - Complete intrueVIEW
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

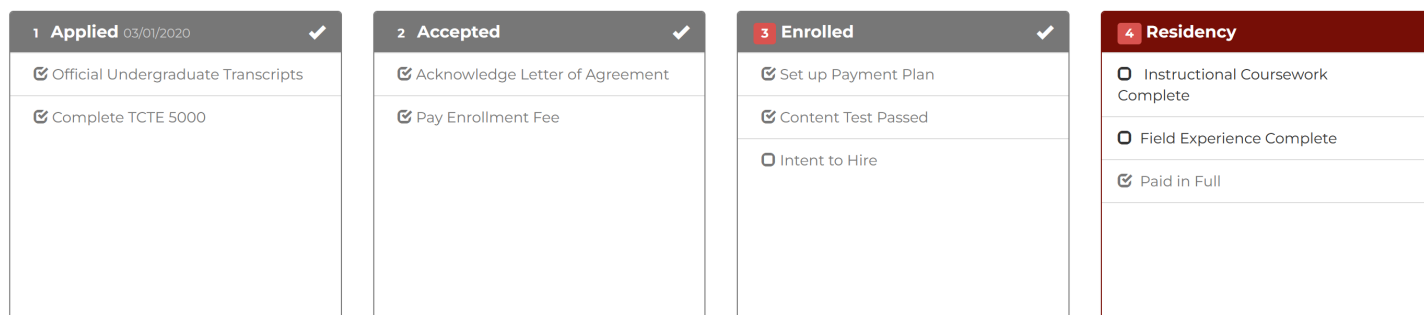
The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

Program Assessment System: Transition Point Assessments

Transition Point	Admission	Residency (Field Experience)	Program Completion	Retention
-------------------------	-----------	------------------------------	--------------------	-----------

Assessment	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intruVIEW – an online entrance assessment; 	<ul style="list-style-type: none"> • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed 	<ul style="list-style-type: none"> • State Survey • District Service Record
-------------------	---	--	--	---

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the

data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the six categories of Virginia Standards for the Professional Practice of Teachers:

- Standard 1: Professional Knowledge
- Standard 2: Instructional Planning
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
- Standard 6: Professionalism

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 6 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Professionalism

TCVA 5700 – The Classroom Teaching Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	All Essential Practices and Elements should be demonstrated during Residency placement
---	-------------------	-----------	---	--

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Residency course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: You Are Hired! Therefore*, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to being receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.



VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE
ROUTES TO LICENSURE IN RESPONSE
TO HOUSE BILL 2486 OF THE 2019
VIRGINIA GENERAL ASSEMBLY***

December 20, 2019

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Chesapeake City Public Schools• Program Contact Michael Bailey• Address 312 Cedar Road Chesapeake, VA 23322• Phone Number 757-547-0001• Email Address <u>michael.bailey@cpschools.com</u>	<ul style="list-style-type: none">• Name of Organization Iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address <u>adminVA@iteach.net</u>
<ul style="list-style-type: none">• Signature of Superintendent  _____ Dr. Jared A. Cotton• Date <u>08/25/2022</u> _____	<ul style="list-style-type: none">• Signature of Organization Official  _____ Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, Chesapeake County Schools and iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK-12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK-12
Science - Earth and Space	6-12
Elementary	PreK-6
English	5-12
English as a Second English	PreK-12
Family and Consumer Science	PreK-12
Foreign Language - French	PreK-12
Foreign Language - Chinese	PreK-12
Foreign Language - Latin	PreK-12
Foreign Language - Russian	PreK-12
Foreign Language - German	PreK-12
Foreign Language – Spanish	PreK-12
History and Social Studies	6-12
Marketing	6-12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8

Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$3,000 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Over the past three years, Chesapeake Public Schools has experienced an increasing number of teacher vacancies, with this year's vacancies totaling 63.5. Innovative recruitment efforts, such as dual endorsement initiatives for internal candidates, Praxis preparation programs, Geofencing, and other advertisement options have yielded minimal return. Likewise, the district's substitute pool has drastically reduced in size, leaving schools with even fewer options to fill vacancies.

Workforce analyses have revealed, however, that at least 28 % of Chesapeake Public Schools' classified staff hold at least a bachelor's degree, with many expressing interest in a career in teaching. Iteach will provide an avenue for paraprofessionals, bus drivers and other classified staff the ability to pursue a teaching career in the district at a cost that is affordable and will provide the district a mechanism that encourages career development within its ranks while serving to fill teaching vacancies that otherwise would remain unfilled.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact

local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.

- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Instructional Skills Coaching Feedback

Chesapeake Public Schools' Department of Human Resources Instructional Skills Office will assess participants' ability to apply the knowledge and skills acquired through the iteach curriculum to their planning and instruction through informal observation and coaching sessions. This assessment will align with the eight Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Performance ratings will be provided by the instructional skills staff during the first scheduled observation and last scheduled observation for each year participants are enrolled in the program.

Mentor Assessment and Feedback

Assigned mentors will complete an assessment of their mentee's performance at the beginning of the mentee's enrollment in the iteach program and complete the form again at the completion of their program. The eight Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers will be used for the assessment. A paired samples dependent t-test will be computed into one mean for the eight standards to determine the overall impact (significance) of the program on classroom performance after completing the licensure program.

Principal Satisfaction Ratings

School principals will rate participants three times per year during the course of their program-scheduled during their regular observation cycle. Ratings will align with eight Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Principals will also complete a survey to report satisfaction and performance ratings, once at the beginning of participants' enrollment in iteach and again at the end of the program.

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for [program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the Chesapeake Public Schools School Board on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students
- TCVA 5700 – You Are Hired!

Additional courses will be offered in specific content areas, such as Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6003: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students

- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative-group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in Title II schools that yield many diversified classrooms in which the candidates are placed. The

classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the

candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial visit within three weeks and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and

the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

iteach candidates will participate in the Chesapeake Public Schools Beginning Teacher and Mentor Program. The program is for first-year teachers with zero years of contracted teaching experience. Each beginning teacher will have an assigned mentor who will provide on-going, building level support for one school year (two semesters). BT mentors will submit documentation of support and contact hours on a monthly basis, to the Instructional Skills Specialist. The objectives of the BT Mentor Program are:

- Improve teacher performance and student outcomes
- Support teacher morale, communications and collegiality
- Facilitate a seamless transition to the profession
- Prevent teacher isolation
- Build confidence and self-reflection
- Put theory into practice
- Retain quality teachers

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

In summary, iteach will have the following requirements for all candidates pursuing admission to the program:

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete an application

- Complete intrueVIEW
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

Program Assessment System: Transition Point Assessments

Transition Point	Admission	Residency (Field Experience)	Program Completion	Retention
Assessment	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; 	<ul style="list-style-type: none"> • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Praxis II exam(s) passed 	<ul style="list-style-type: none"> • State Survey • District Service Record

As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions;

InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the six categories of Virginia Standards for the Professional Practice of Teachers:

- Standard 1: Professional Knowledge
- Standard 2: Instructional Planning
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
- Standard 6: Professionalism

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 6 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Professionalism
TCVA 5700 – The Classroom Teaching Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content. iteachVIRGINIA will make training available

to all district designated Field Supervisors/Observers to ensure consistency in evaluation

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Residency course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure.

Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: You Are Hired! Therefore*, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to being receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content

and pedagogical content knowledge.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.
-

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.



A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

Organization Sponsored by a School Board	
<ul style="list-style-type: none">• Name of School Board Chesterfield County Public Schools• Program Contact Dr. Kimberly Hough• Address P.O. Box 10 Chesterfield, VA 23832• Phone Number 804-748-1405• Email Address kimberly_hough@ccpsnet.net • Signature of School Board Chair  Ann Coker	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language - Chinese	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language - Russian	PreK–12
Foreign Language - German	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12

Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Chesterfield County Public Schools is the fifth largest public school division in the Commonwealth. It is a large, heterogeneous, and growing division. In fact, Chesterfield County Public Schools gained student population each year of the pandemic in contrast to national trends. Chesterfield County Public Schools is projected to have over 65,000 students next school year, and construction of new schools and reconstruction of older schools to include expanded capacity is ongoing. In the midst of a national teacher shortage, CCPS also faces an increased demand for teachers due to student population growth. About 12% of CCPS teachers are provisional license holders or applicants. We anticipate this percentage will continue to increase as we experience off time attrition over the course of the year and in alignment with recent trends. Chesterfield County is a large, diverse, growing community, and we seek to remove barriers to licensure for qualified community members who wish to become teachers. In addition to including quality content, the iTeach program offers two items that are incredibly important in the labor market today—affordability and flexibility. As we seek to diversify and increase our teaching force, affordability of a licensure program plays a key role. Many individuals who seek to switch careers have already allocated significant funds for foundational degrees, and expensive and lengthy requirements may deter them from a career field in which they have great interest and could contribute their skills. Following a global pandemic, flexibility has become important to many. Career switchers come from a variety of life stages and are more likely than traditionally trained students to have family and community obligations in addition to work. The flexibility of online, asynchronous learning is an option that many career switchers would find appealing. Finally, many career switchers are interested in teaching elementary school, and there has been a shortage of career switcher programs offered for candidates interested in elementary school. Meanwhile, our need for elementary teachers has increased dramatically due to increased attrition, a smaller pipeline of traditionally trained teachers and growth of our student population.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education

Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky’s zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program’s curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Chesterfield County Public Schools will engage in evaluation of the iTeach program with multiple measures. As most participants are expected to complete the program in one-year, CCPS will evaluate the percentage of CCPS teachers who successfully complete the program and measure de-identified evaluation ratings of the teachers in aggregate one-year later. Additionally, we will conduct a survey of completers and principals of completers to better understand how the program is working to prepare our teachers for their new careers. Finally, we will make a report to our local school board annually on program progress.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment

- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in

schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience,

the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and

the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

Transition Point	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓ <input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	2 Accepted ✓ <input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	3 Enrolled ✓ <input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	4 Residency <input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full
---	--	--	--

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview

of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery

Performance Standard 4: Assessment of/for Student Learning

Performance Standard 5: Learning Environment

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

Performance Standard 7: Professionalism

Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Dinwiddie County Public Schools• Program Contact Emily Branch• Address 14016 Boydton Plank Road, P.O. Box 7, Dinwiddie, VA 23841• Phone Number 804-469-4190• Email Address <u>ebranch@dcpsnet.org</u>• Signature of School Board Chair• Betty Haney <p><i>Betty Haney</i></p>	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official <p><i>Andrew Rozell</i></p> <ul style="list-style-type: none">• Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8

Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom

Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Dinwiddie County Public Schools is in a rural setting experiencing an increase in unfilled teacher positions. We have significantly increased our recruitment efforts, but as more and more teachers pursue retirement and some consider employment outside of the county, we continue to face the challenges of filling vacant teaching positions. This challenge continues in the application processes. While we receive several applications for our teaching positions, many of the applicants do not meet eligibility requirements for a full license. The desire to pursue the teaching profession is evident; however, the costs and time commitment associated with achieving licensure eligibility status deter them. It would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor's degree. The program is affordable at \$3,050 and can be completed in one year (many programs take two years or more to satisfy license requirements). Our new teachers will find this option economical and manageable.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students’ standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master’s degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program’s accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact

local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.

- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Dinwiddie County Public Schools will evaluate the iteach program using multiple metrics. The completion rate along with teacher evaluation scores on the 8 Performance Standards will be used to determine effectiveness. This information will be shared with the Superintendent and the School Board. In addition, we will use informal surveys and observational feedback by school leaders to determine program success. Performance ratings of Effective or higher will be expected for success. Student and parent feedback may be utilized to provide additional stakeholder feedback.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or

21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students’ views in order to understand their prior knowledge

- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom

Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer

to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up

conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program’s admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor’s degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor’s Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview

of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery

Performance Standard 4: Assessment of/for Student Learning

Performance Standard 5: Learning Environment

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

Performance Standard 7: Professionalism

Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.



A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

Organization Sponsored by a School Board	
<ul style="list-style-type: none">● Name of School Board Essex County Public Schools● Program Contact Angela Gross, Director of Human Resources● Address 109 North Cross Stree Tappahannock, VA 22569● Phone Number 804-443-4366● Email Address essex.k12.va.us● Signature of School Board Chair  Raymond Whitaker	<ul style="list-style-type: none">● Name of Organization iteach● Program Contact Diann Huber, Ed.D.● Address P.O. Box 1626 Denton, TX 76202● Phone Number 940-383-8100● Email Address adminVA@iteach.net● Signature of School Board Chair and Organization Official  Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business and Information Technology	6-12
Science - Chemistry	6-12
Computer Science	6-12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	6–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6-12
Marketing Education	6-12
Mathematics	6–12
Middle Ed - Math	6-8
Middle Ed - Science	6-8
Middle Ed - English	6-8
Middle Ed - History / Social Studies	6-8
Music Ed – Instrumental	Prek-12
Music Ed – Vocal/Choral	PreK-12
Physical Education and Health	PreK-12

Science - Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K - 12
Theater Arts	PreK - 12
Trades and Industrial Education	9-12
Technology Education	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$3,000 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working

in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Essex County Public Schools is in a rural setting. The closest 4-year colleges and universities are more than 1 hour away. The rural setting brings challenges to securing fully certified teachers. We have had success with hiring teachers with bachelor's degrees. It would be extremely beneficial to offer iteach to newly hired teachers who hold degrees. The total cost of the program is \$3,050 and the program can be completed in under 1 year. I believe our new teachers would find this option manageable and economical.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
-
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Essex County Public Schools will evaluate the iteach program using multiple metrics. The completion rate, along with teacher evaluation scores on the 8 Performance Standards, will be used to determine effectiveness. This information will be shared with the board.

The iteach program will be evaluated for effectiveness at the school division and school board levels

through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students
- TCVA 5700 – You Are Hired!

Additional courses will be offered in specific content areas, such as Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6003: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program’s targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with

significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom

Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0

scale. must also complete intrueVIEW, a dispositions screening instrument.

In summary, iteach will have the following requirements for all candidates pursuing admission to the program:

- Minimum of a 2.5 GPA
- Bachelor’s Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete an application
- Complete intrueVIEW

- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

Program Assessment System: Transition Point Assessments

Transition Point	Admission	Residency (Field Experience)	Program Completion	Retention
Assessment	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; 	<ul style="list-style-type: none"> • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed 	<ul style="list-style-type: none"> • State Survey • District Service Record

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview

of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the six categories of Virginia Standards for the Professional Practice of Teachers:

Standard 1: Professional Knowledge

Standard 2: Instructional Planning

Standard 3: Instructional Delivery

Standard 4: Assessment of and for Student Learning

Standard 5: Learning Environment

Standard 6: Professionalism

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 6 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Professionalism
TCVA 5700 – The Classroom Teaching Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content. iteachVIRGINIA will make training available

to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Residency course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on

completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: You Are Hired! Therefore*, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning

experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to being receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Fairfax County Public Schools• Program Contact Sean McDonald Interim Assistant Superintendent, Human Resources• Address 8115 Gatehouse Road Falls Church, VA 22042• Phone Number (571)423-3164• Email Address Spmcdonald1@fcps.edu• Signature of School Board Chair  <p>Stella Pekarsky</p>	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  <ul style="list-style-type: none">• Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, Fairfax County Public Schools and iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business and Information Technology	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance Arts	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	6–12
Foreign Language - French	PreK–12
Foreign Language - Chinese	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language - Russian	PreK–12
Foreign Language - German	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6-12
Marketing Education	6-12
Mathematics	6–12
Middle Ed - Math	6-8

Middle Ed - Science	6-8
Middle Ed - English	6-8
Middle Ed - History / Social Studies	6-8
Music Ed – Instrumental	PreK-12
Music Ed – Vocal/Choral	PreK-12
Physical Education and Health	PreK-12
Science - Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K - 12
Theatre Arts	PreK - 12
Trades and Industrial Education	9-12
Technology Education	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

The iteach program will be evaluated for effectiveness at the school division and school board levels

through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

Performance Standard 1: Professional Knowledge
Performance Standard 2: Instructional Planning
Performance Standard 3: Instructional Delivery
Performance Standard 4: Assessment of/for Student Learning
Performance Standard 5: Learning Environment
Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
Performance Standard 7: Professionalism
Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum; however, the rate will be reviewed after two years to ensure reliability.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students
- TCVA 5700 – You Are Hired!

Additional courses will be offered in specific content areas, such as Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6003: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
- Critical thinking.
- Creative thinking.
- Communication.
- Collaboration; and
- Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school

(if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to

stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form that reflects the ratings of each observation.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Must also complete intrueVIEW, a dispositions screening instrument.

In summary, iteach will have the following requirements for all candidates pursuing admission to the program:

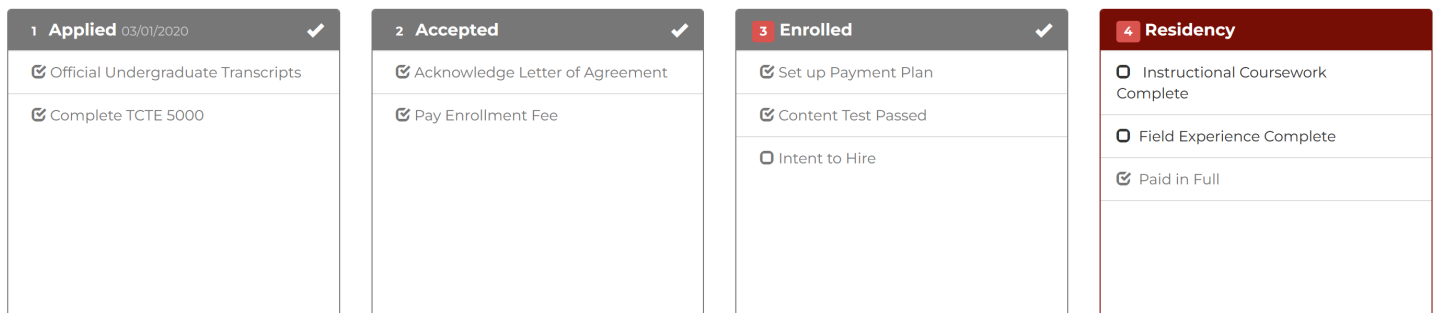
- Minimum of a 2.5 GPA
 - Bachelor's Degree from a regionally accredited institution
 - Official transcripts with a date degree conferred
 - Complete an application
 - Complete intrueVIEW
-
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart's desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

Program Assessment System: Transition Point Assessments

Transition Point	Admission	Residency (Field Experience)	Program Completion	Retention
Assessment	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; 	<ul style="list-style-type: none"> • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed 	<ul style="list-style-type: none"> • State Survey • District Service Record

An overview of the candidate’s progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions;

InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the six categories of Virginia Standards for the Professional Practice of Teachers:

- Standard 1: Professional Knowledge
- Standard 2: Instructional Planning
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
- Standard 6: Professionalism

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 6 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Professionalism
TCVA 5700 – The Classroom Teaching Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) but it is not a program or state requirement. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Residency course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom

visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: You Are Hired! Therefore*, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning.

Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to being receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

PROPOSED

***GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

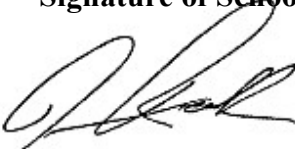


A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Greensville County Public Schools• Program Contact Karen T. Riddick, M.Ed.• Address 105 Ruffin Street Emporia, Virginia 23847• Phone Number 434-634-3748• Email Address kriddick@gcps1.com• Signature of School Board Chair  _____ • Jason Rook	<ul style="list-style-type: none">• Name of Organization • Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  _____ • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteach U.S. requests approval as an educator preparation program. iteach VIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteach U.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteach TEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteach U.S. in 2007. iteach TEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteach LOUISIANA to offer an alternative route to teacher certification. Today, iteach U.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteach U.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). Iteach U.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteach U.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteach U.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteach VIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteach VIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteach U.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteach U.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteach U.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteach U.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Science - Earth and Space	6-12
Elementary	PreK-6
English	5-12
General Science	6-12
History and Social Studies	6-12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Physical Education and Health	PreK-12
Science - Physics	6-12
Special Education Adapted Curriculum	K - 12

Special Education General Curriculum	K - 12
Technology Education	6-12
Trades and Industry	9-12

Sustainability of the program

iteach U.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteach U.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteach U.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$3,000 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteach U.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteach VIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteach VIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Greensville County Public Schools employ 187 teachers. There are several teachers who hold provisional licenses. Listed below is the year of expiration along with the number of teachers who are working toward full licensure:

June 2022: 12 (6%)
June 2023: 29 (16%)
June 2024: 2 (2%)

One of our greatest concerns is not the ability to obtain teachers, but the ability to keep them. The cost of tuition along with cost of Praxis tests prevent many of our provisionally licensed teachers from fulfilling their licensure requirements.

Greensville County Public Schools is in a rural setting. The closest four-year college or university is more than an hour away. The rural location not only presents a challenge for GCPS to secure fully certified teachers, but it also impedes on the efforts of our provisionally licensed teachers who are working toward completing their licensure requirements.

Our new teachers need assistance with course and testing requirements that is both economical and obtainable. The iteach program is affordable at \$3,050 per teacher and can be completed in one year. Offering the iteach program to our teachers would help us retain and support the newest members of the GCPS family.

The immediate educational objectives of iteach VIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteach VIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteach VIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteach VIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteach VIRGINIA. iteach VIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteach U.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact

local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteach U.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteach U.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and selfexpression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteach U.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteach VIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteach VIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteach VIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)

- Successful review of candidate, which includes all written correspondence and oral communication with iteach VIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteach VIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Greensville County Public Schools has established an evaluation process that will provide continuous support and opportunities for growth and development by monitoring, analyzing, and providing meaningful feedback.

- Monthly division meetings will be scheduled to allow for the Coordinator of New Teacher Support to meet with the teachers participating in the iteach program to monitor their progress as well as offer support through guidance, resources, and strategies.
- Teachers participating in the iteach program will receive a form to submit to the Coordinator of New Teacher Support on a monthly basis to document their progress. This serves as a record of the teacher's commitment and responsibility to the program as well as evidence of the support received from the GCPS division and iteach staff.
- Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success. Satisfactory or higher ratings will be expected for success. Student and parent feedback can be collected through end of course or end of year surveys to provide additional stakeholder feedback.
- Evaluation of the iteach program's implementation will include participation in Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:
 - Performance Standard 1: Professional Knowledge ○
 - Performance Standard 2: Instructional Planning ○
 - Performance Standard 3: Instructional Delivery
 - Performance Standard 4: Assessment of/for Student Learning ○
 - Performance Standard 5: Learning Environment
 - Performance Standard 6: Culturally Responsive Teaching and Equitable Practices ○
 - Performance Standard 7: Professionalism ○
 - Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteach VIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students ▪ TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students ▪ TCVA 5700 – You Are Hired!

Additional courses will be offered in specific content areas, such as Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6003: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects

- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. Iteach VIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. Iteach U.S. has developed a pre-screening instrument completed at the time of admission, intrue VIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

Intrue VIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteach VIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteach VIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Iteach VIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking. ▪ Communication. ▪ Collaboration;
 - and ▪ Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteach VIRGINIA will use a pre-screening instrument, intrue VIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects • **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteach VIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. Iteach U.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. Iteach U.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteach VIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteach VIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteach VIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteach VIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteach VIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteach U.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteach U.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteach U.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteach VIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

In summary, iteach will have the following requirements for all candidates pursuing admission to the program:

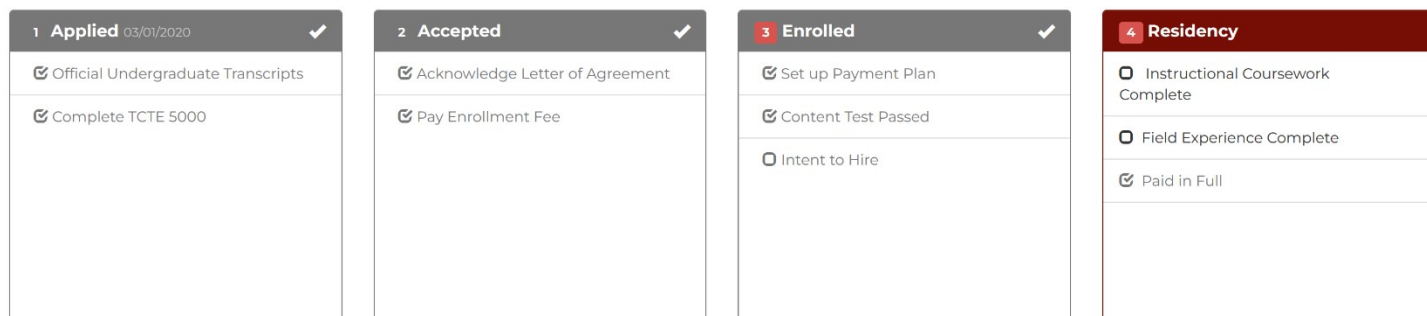
- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete an application
- Complete intrueVIEW
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteach U.S. was to prepare individuals who have a heart's desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

Program Assessment System: Transition Point Assessments

Transition Point	Admission	Residency (Field Experience)	Program Completion	Retention
Assessment	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; 	<ul style="list-style-type: none"> • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed 	<ul style="list-style-type: none"> • State Survey • District Service Record

An overview of the candidate’s progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C).

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to

the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the six categories of Virginia Standards for the Professional Practice of Teachers:

- Standard 1: Professional Knowledge
- Standard 2: Instructional Planning
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
- Standard 6: Professionalism

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 6 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
---	---	--------------------------	---	---

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Professionalism
TCVA 5700 – The Classroom Teaching Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteach VIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteach U.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include

Content Knowledge and Application of Content. iteach VIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteach VIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Residency course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteach VIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteach U.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteach VIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteach VIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteach VIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteach VIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteach VIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteach VIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for

each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteach VIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: You Are Hired! Therefore*, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteach VIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteach VIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to being receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteach VIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular

development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. Iteach U.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteach U.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteach VIRGINIA.

Additionally, each supervising campus administrator for an iteach VIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE
ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486 OF
THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.


A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board \\County Public Schools• Program Contact• Address• Phone Number• Email Address• Signature of School Board Chair	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PreK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12

Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language - German	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12
Middle School Math	6-8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K-12
Special Education General Curriculum	K-12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial

upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Hampton City Schools is one of the largest school divisions on the Virginia peninsula. Our division consists of 33 schools and educates approximately 19,350 students on an annual basis in grade PK-12 on average 1423 teachers. Hampton City Schools have long been dedicated to developing students who are college and career ready and have worked diligently to ensure the

needs of all learners are met utilizing a guaranteed and viable curriculum taught by well-prepared educators who demonstrate content knowledge and understand the needs of our students. Over the course of the last several years, we have seen a decline in the number of individuals seeking employment in the field of education and an even steeper decline in the number of highly qualified educators seeking employment. To fill vacant positions, we must recruit provisionally licensed teachers who are seeking licensure in Virginia. With a dwindling number of applicants in the teacher pipeline, Hampton City Schools is hiring teachers who are not fully certified and are obtaining licensure through the provisional route to teaching. The percentage of provisionally licensed teachers in Hampton has been 56% (2020), 43% (2021), and 21% (2022) with Hampton filling vacancies across those same years at 202 (2020), 229 (2021), and 308 (2022). It would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor's degree and demonstrate a desire to enter the field of education and become a certified teacher in Virginia. Degree holders come from many sectors of our community and offer a wealth of experience and knowledge to be shared with our youth. Many of these degree holders and potential educators have family and community obligations in addition to a job serving our youth in the classroom. iteach provides an opportunity for degree holders to advance their own skills and knowledge, developing the vital competencies of a Virginia educator while offering a program that provides both affordability and flexibility.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such

referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
-
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**
 - Hampton City Schools will engage in evaluation of the iteach program through several different lenses. First, iteach participants will participate in the traditional teacher evaluation system provided by Hampton City Schools which consists of formative and summative evaluations with a focus on continuous development and mastery of performance standards set forth by the VDOE and HCS. Second, Hampton City Schools will collect data utilizing satisfaction surveys completed by building level administrators, division level content specialists, and iteach participants. Additionally, in formal surveys, observational feedback and anecdotal records will provide valuable feedback on the effectiveness of this program. Third, Hampton City Schools Human Resources will closely monitor the implementation of iteach and additional support structures provided to new/ novice teachers. Specific data will be collected and evaluated as it relates to program completion and licensure, performance evaluation, and teacher retention. Finally, we will make a report to our local school board annually on program progress.

The iteach program will be evaluated for effectiveness at the school division and school board levels

through a variety of means. These assessments will measure teachers' learning through evaluative

instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation

Criteria for Teachers. Standards include:

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery
Performance Standard 4: Assessment of/for Student Learning
Performance Standard 5: Learning Environment
Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
Performance Standard 7: Professionalism
Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students

- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600- Teaching Special Education
- TCVA 6601- Special Education in the Community
- TCVA 6602- Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603- Transition Planning for Students with Disabilities
- TCVA 6004- Responsive Literacy Instruction in the Elementary Classroom
- TCVA 6005- Critical Reading and Writing Instruction
- TCVA 9002- Teaching Elementary English Language Arts/Reading Syllabus
- TCVA 9003- Teaching Elementary Mathematics
- TCVA 9004- Teaching Elementary Science
- TCVA 9005- Teaching Elementary Social Studies

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to

assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA

6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.). Section enhanced with District Input

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application

- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

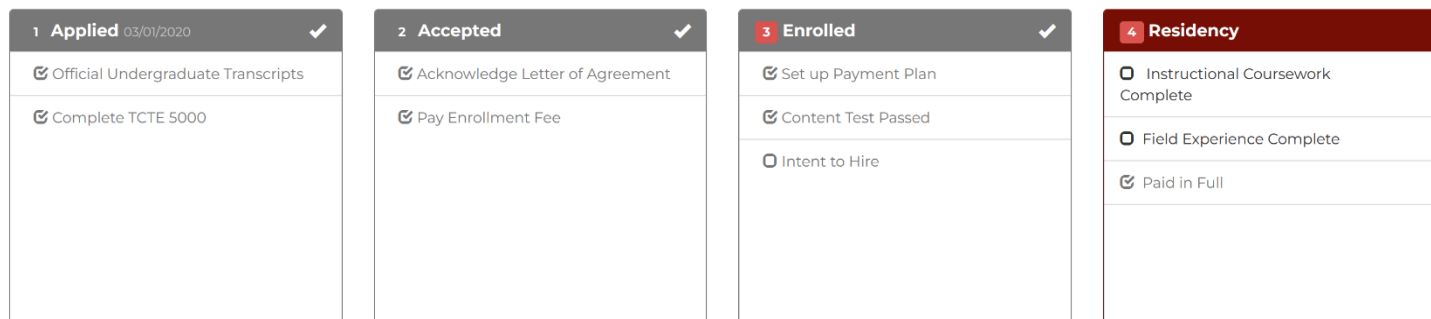
The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge

and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's

assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as

teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

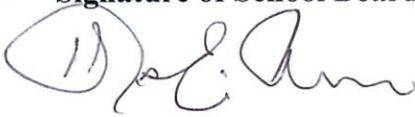

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Henry County Public Schools• Program Contact Christy Landon• Address P.O. Box 8958 3300 Kings Mountain Road Collinsville, VA 24078-8958• Phone Number 276-634-4708• Email Address clandon@henry.k12.va.us• Signature of School Board Chair  Thomas Auker	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8

Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Henry County Public Schools (HCPS) has been experiencing a teacher shortage for more than ten years, much longer than many of the nation's larger, metropolitan school divisions. HCPS is located in a rural setting. The rural location poses challenges to securing fully certified teachers. The candidate pool is small, and access to four-year colleges is very limited. We have experienced success in hiring candidates with bachelor's degrees who are interested in becoming teachers. It would be extremely beneficial to offer iteach to newly hired candidates with bachelor's degrees. At \$3,050, the program is more affordable than most other options, and its asynchronous online format offers a great deal more flexibility than driving miles to a 4-year university. We believe our new teachers will find this option more economical and more manageable.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students’ standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master’s degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program’s accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact

local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky’s zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program’s curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program’s website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor’s degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.

- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Henry County Public Schools (HCPS) will evaluate the iteach program using multiple measures, including the program completion rate, overall performance evaluation ratings of teachers in the iteach program, observational feedback and anecdotal feedback from school administrators. This information will be shared with the School Board.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's":
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus

Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program’s admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor’s degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor’s Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. Residency (Field Experience) requirements must be completed during two consecutive semesters. During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate. Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

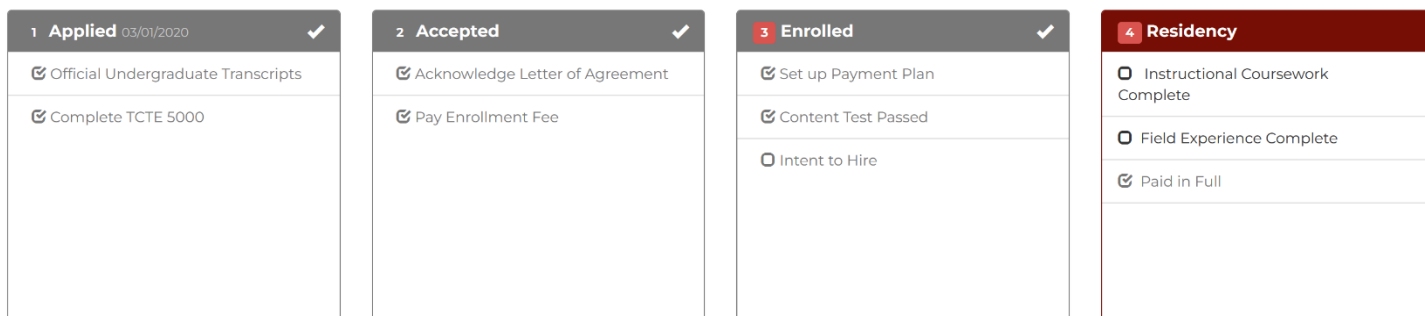
The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate's program homepage:



As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program's mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

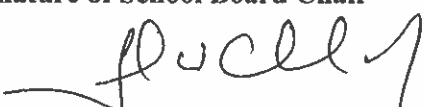

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Isle of Wight County Schools• Program Contact Laura Sullivan• Address 820 West Main Street Smithfield, VA 23430• Phone Number (757) 357-0652• Email Address lsullivan@iwcs.k12.va.us <p>Signature of School Board Chair</p> 	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official• Andrew Rozell 

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PreK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12

Middle School Math	6-8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K-12
Special Education General Curriculum	K-12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Isle of Wight County Schools is in a rural setting. The rural location brings challenges to securing fully licensed teachers. We have had success hiring teachers with a bachelor's degree. It would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor's degree. The program is affordable at \$3,050 and can be completed in one year. Our new teachers will find this option economical and manageable.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact

local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. (Graduating GPA must be calculated and posted by the university on an official transcript.)

- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Evaluation of the program’s implementation and success will include participation in the state’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. This allows for direct feedback on teacher performance in alignment with the state standards. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success. Satisfactory or higher ratings will be expected for success. We will make a report to our local school board annually on program progress.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600- Teaching Special Education
- TCVA 6601- Special Education in the Community
- TCVA 6602- Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603- Transition Planning for Students with Disabilities
- TCVA 6004- Responsive Literacy Instruction in the Elementary Classroom
- TCVA 6005- Critical Reading and Writing Instruction
- TCVA 9002- Teaching Elementary English Language Arts/Reading Syllabus
- TCVA 9003- Teaching Elementary Mathematics
- TCVA 9004- Teaching Elementary Science
- TCVA 9005- Teaching Elementary Social Studies

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior

knowledge

- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

● **Describe how the program is aligned and addresses Board of Education requirements, including the following:**

- Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.

- Creative thinking.
- Communication.
- Collaboration; and
- Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be

hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.). Section enhanced with District Input

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus

Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

● Describe the program's admission and exit criteria.

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery

Performance Standard 4: Assessment of/for Student Learning

Performance Standard 5: Learning Environment

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

Performance Standard 7: Professionalism

Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during

				Residency placement
--	--	--	--	---------------------

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.

- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and*

Assessment and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and

pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.



A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

Organization Sponsored by a School Board	
<ul style="list-style-type: none">• Name of School Board Mathews County Public Schools• Program Contact Lesley R. Hunley, Assistant Superintendent• Address P.O. Box 369 63 Church Street Mathews, VA 23109• Phone Number (804)725-3909• Email Address lhunley@mathews.k12.va.us• Signature of School Board Chair  <u>Desmond A. Smith</u> 1-17-23	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12

Music - Vocal	PreK-12
Physical Education and Health	PreK-12
Science - Physics	6-12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Mathews County Public Schools (MCPS) is in the rural Middle Peninsula area of Virginia. We have been affected by the nationwide teacher shortage and have seen an increase in our number of vacant teaching positions. We have also experienced an increase in the number of positions that are filled by teachers who are not properly licensed and endorsed for their teaching assignment. MCPS intends to take a proactive approach to increasing the teacher pipeline by removing barriers for qualified individuals to enter the teaching profession by offering a cost-effective one-year program to earn a teaching license.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students’ standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master’s degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program’s accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact

local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.

- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Mathews County Public Schools will evaluate the success of the iteach program using multiple measures. MCPS will evaluate the percentage of participants who successfully complete the program in one year. MCPS will also examine survey data from participants. MCPS will evaluate the performance of program participants by reviewing their annual teacher evaluations, classroom observation data, and feedback from administrators.

The iteach program will be evaluated for effectiveness at the school division and school board levels

through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and

incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to

provide a concrete basis for abstract concepts, and to assist in collaborative group learning

- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom

Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer

to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up

conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program’s admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor’s degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor’s Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓ <input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	2 Accepted ✓ <input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	3 Enrolled ✓ <input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	4 Residency <input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full
---	--	--	--

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview

of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery

Performance Standard 4: Assessment of/for Student Learning

Performance Standard 5: Learning Environment

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

Performance Standard 7: Professionalism

Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate’s perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate’s pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs

Appendix

Appendix A	Master Syllabus
Appendix B	Classroom Appraisal and Report Evaluation (CARE)
Appendix C	Accreditation Letter
Appendix D	Alignment
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Surve

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

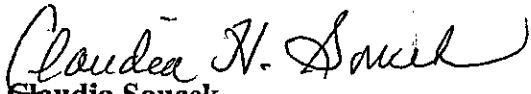

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

Organization Sponsored by a School Board	
<p>Middlesex County Public School Board</p> <ul style="list-style-type: none">• Byron Bishop, PhD• 2911 General Puller Highway; Saluda, VA 23149• Phone Number 804-758-2299• Email Address bbishop@meps.k12v.aus• Signature of School Board Chair <p> Claudia Soucek</p>	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official <p></p> <ul style="list-style-type: none">• Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Science - Biology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6-12
Elementary	PreK-6
English	6-12
Foreign Language - French	PreK-12
Foreign Language – Spanish	PreK-12
General Science	6-12
History and Social Sciences	6-12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music – Vocal/Choral	PreK-12
Physical Education and Health	PreK-12

Special Education Adapted Curriculum	PreK - 12
Special Education General Curriculum	PreK - 12
Technology Education	6-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working

in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Middlesex County Public Schools is in a rural setting in the Tidewater Region. The closest four-year colleges and universities are more than an hour away. The rural location brings challenges to securing fully certified teachers. We have had success hiring teachers with a bachelor's degree. It would benefit our talent pool to offer Iteach to newly hired teachers who hold a bachelor's degree. The program is affordable at \$3,050 and can be completed in one year. Our new teachers will find this option economical and manageable.

Middlesex County Public Schools has experienced several unfilled teacher positions. In 2022-2023, after significant increased intentional recruitment, our county continued to have unfilled vacancies. We have increased interest in teaching by career switchers, paraprofessionals, or undergraduate degree seekers who substitute teach but need the means to support the nature of their credentialing requirements.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students’ standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master’s degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program’s accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective

teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor’s degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Middlesex County Public Schools will evaluate the Iteach program using multiple metrics. The completion rate along with teacher evaluation scores on the 8 Performance Standards, will be used to determine effectiveness. The information will be shared with the board.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates

must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's":
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all

candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program’s conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate’s Intent to Hire paperwork, the district will identify the candidate’s Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate’s

performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed
	•	•	•	•

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

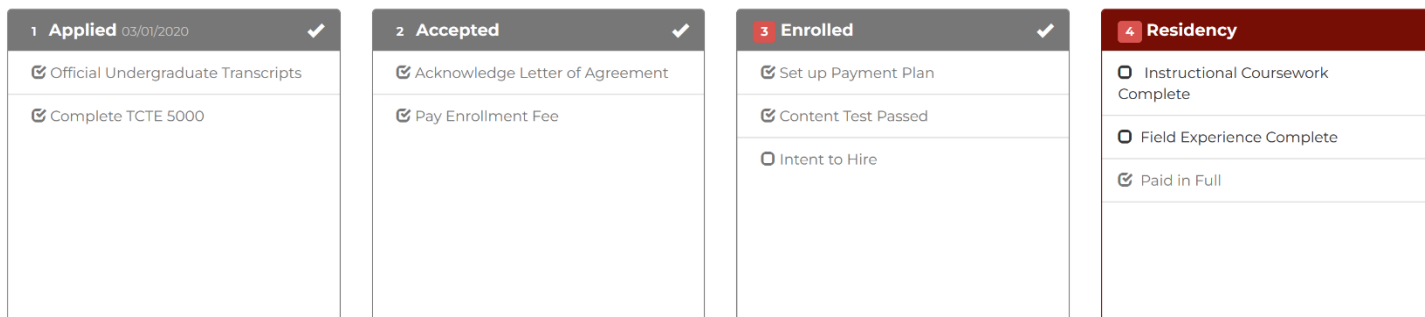
- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four

transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing

consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

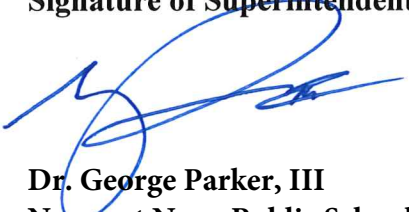

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Newport News County Public Schools• Program Contact Kimberly Hammond• Address 12507 Warwick Blvd. Newport News, VA 23606• Phone Number 757-881-5061 Ex. 11143• Email Address Kimberly.hammond@nn.k12.va.us• Signature of Superintendent • <p>Dr. George Parker, III Newport News Public Schools</p>	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business and Informational Technology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6–12
Dance	PreK–12
Elementary	PreK-6
English	6-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language- Latin	PreK-12
Foreign Language - French	PreK–12
Foreign Language- German	PreK-12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Sciences	6-12
Marketing Education	6–12

Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music – Vocal/Choral	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	PreK - 12
Special Education General Curriculum	PreK - 12
Technology Education	6-12
Theatre Arts	PreK-12
Early Childhood Education	NK-5
Science - Biology	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may

request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

The Newport News Public Schools division educates 28,680 children in 42 schools: 5 early childhood centers, 24 elementary schools, 7 middle schools, 5 high schools, 1 middle/high combination school. We have experienced a growing number of unfilled teacher positions, with a steady incline in shortages over the last three years. We have increased interest in teaching by undergraduate degree candidates and need the means to support their credentialing requirements. Since 2018 the percentage of provisionally licensed teachers has been 9.13% (2018), 8.28% (2019), 8.49% (2020), and 9.08% (2021). Preliminary 2022 data indicates that our teaching staff is comprised of 7.44% provisionally licensed teachers. We estimate that this number could double for the upcoming school year.

To best fulfill our mission of ensuring our students graduate college, career, and citizen-ready, our teachers need to be well-prepared and to have knowledge of our students' needs. Furthermore, NNPS serves a diverse community, and we seek to remove barriers to licensure for qualified community members who wish to become teachers. To fill vacant positions, we must recruit provisionally licensed teachers and pre-service education candidates who are seeking full licensure in Virginia. We have partnerships with our local universities; however, many of the teacher candidates do not remain on the Peninsula after completing local teacher licensure programs. With a smaller pipeline of traditionally trained teachers, NNPS is hiring teachers who are not fully certified and are obtaining licensure through the provisional route to teaching. Therefore, it would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor's degree. As we seek to increase and to diversify our teaching force, licensure plays a key role. Degree holders come from a variety of life stages and are more likely than traditionally trained students to have family and community obligations in addition to work. In addition to including quality content, the iTeach program offers two characteristics that are crucial in today's labor market—affordability and flexibility.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special**

consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program’s curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program’s website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor’s degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Newport News Public Schools will engage in evaluation of the iTeach program with multiple measures. First, NNPS will evaluate participants in the iteach program using the standardized process, NNPS Teacher Development & Evaluation Process (TDEP), which assesses effective teaching focused on instructional practice and student growth. The evaluation of teacher performance is aimed to ensure and promote engaging and relevant learning experiences for students and foster professional growth for educators. Through pre and post collaborative discussions and classroom observations by administrators, teachers will be evaluated using indicators based on the VDOE performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, Culturally Responsive Teaching and Equitable Practices Professionalism, and Student Academic Progress. Supervising administrators utilize multiple measures to rate and assess levels of proficiency to includes highly effective, effective, needs

improvement, or unsatisfactory. This allows for direct feedback on teacher performance in alignment with the state standards. Effective or higher ratings will be expected for success.

The second area of program evaluation will be program satisfaction. NNPS will implement an outcome-based evaluation process that will be centered around key components of a successful program. Data will be gathered at least two times per year through satisfaction surveys completed by school administrators and program participants. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success.

Additionally, NNPS Human Resources will monitor program satisfaction as it relates to program completion and licensure, performance evaluation, and teacher retention. Program participants will also receive supports through supervising administrators, New Teacher Academy (novice teachers), instructional coaches, school PLCs, and ongoing professional development that offer collaborative guidance on experiences that provisionally licensed teachers need to grow in the teaching profession.

Program information will be shared with the school board on program progress.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S.

has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's":
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all

candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program’s conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate’s Intent to Hire paperwork, the district will identify the candidate’s Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate’s

performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is

aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to assess students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board \\County Public Schools Powhatan County Public Schools• Program Contact Terri Allison, Director of Human• 4290 Anderson Hwy. Powhatan, VA 23139• (804) 598-5700• Terri.allison@powhatan.k12.va.us• Signature of School Board Chair • Susan Smith, School Board Chair	<ul style="list-style-type: none">• Name of Organization Iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business and Informational Technology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6–12
Elementary	PreK-6
English	6-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Sciences	6-12
Marketing Education	6–12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8

Middle School English	6-8
Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music – Vocal/Choral	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	PreK - 12
Special Education General Curriculum	PreK - 12
Technology Education	6-12
Theatre Arts	PreK-12
Early Childhood Education	NK-5
Science - Biology	6-12
Science - Biology	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may

request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Powhatan County Public Schools has experienced a growing number of provisionally licensed teachers from previous years. We anticipate this will continue to increase as we experience a significant decline in candidates who graduate from a teacher preparation program. As we seek to diversify and increase our teaching force, affordability of a licensure program plays a key role. We have increased interest in teaching by career switchers, paraprofessional, or undergraduate degree seekers who substitute teach, but need the means to support the nature of their credentialing requirements.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program’s website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor’s degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Powhatan County Public Schools will evaluate the iteach program using multiple metrics. The completion rate along with the teacher evaluation scores on the 8 Performance Standards will be used to determine effectiveness. All teachers are assigned an evaluation process through our TalentED Perform platform. They are monitored throughout the year by for completion by building level administrators. The information will be shared with the Superintendent and School Board. Additionally, Powhatan County Public Schools Human Resources will monitor program satisfaction as it relates to program completion and licensure. New Teacher Academy, instructional specialists, instructional coaches, and ongoing professional development will be offered to provide collaborative guidance on experiences that provisionally licensed teachers need to grow in the teaching profession.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment

- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.

- Collaboration; and
- Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial

program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to

stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is

aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.



A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<p>Name of School Division: Prince George County Public Schools</p> <p>Division Contact: Lisa Pennycuff, Ed.D., Superintendent</p> <p>Address: 6410 Courts Drive Prince George, VA 23875</p> <p>Phone: 804-733-2700</p> <p>Email Address: lpennycuff@pgs.k12.va.us</p> <p>Signature of School Board Chair and Organization Official:</p>  <ul style="list-style-type: none">• Mr. Chris Johnson, Chairman of the Board	<p>Name of Organization: iteach</p> <p>Program Contact: Diann Huber, Ed.D.</p> <p>Address: P.O. Box 1626 Denton, TX 76202</p> <p>Phone Number: 940-383-8100</p> <p>Email Address: adminVA@iteach.net</p> <p>Signature of School Board Chair and Organization Official:</p>  <ul style="list-style-type: none">• Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Science - Biology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6-12
Elementary	PreK-6
English	5-12
History and Social Studies	6-12
Marketing Education	6-12
Mathematics	6-12
Middle Ed- Math	6 – 8
Middle Ed- Science	6-8
Middle Ed- English	6-8
Middle Ed- History / Social Studies	6-8
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Prince George County Public Schools has experienced a growing number of unfilled teacher positions, with a steady incline in shortages over the last three years. In 2022-2023, after significant increased intentional recruitment, the previous year’s vacancies were filled, but the division was then faced with another round of separations that left the division with almost as many new vacancies for the upcoming school year. We have increased interest in teaching by career switchers, paraprofessionals, or undergraduate degree seekers who substitute teach, but need the means to support the nature of their credentialing requirements.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special**

consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address

the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
-
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Evaluation of the program's implementation and success will include participation in the state's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. This allows for direct feedback on teacher performance in alignment with the state standards. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success. Satisfactory or higher ratings will be expected for success. Student and parent feedback can be collected through end of course or end of year surveys to provide additional stakeholder feedback.

The iteach program will be evaluated for effectiveness at the school division and school board levels

through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

Performance Standard 1: Professional Knowledge
Performance Standard 2: Instructional Planning
Performance Standard 3: Instructional Delivery
Performance Standard 4: Assessment of/for Student Learning
Performance Standard 5: Learning Environment
Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
Performance Standard 7: Professionalism
Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional

behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
- Critical thinking.
- Creative thinking.
- Communication.
- Collaboration; and
- Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school

(if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to

stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA

- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓ <input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	2 Accepted ✓ <input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	3 Enrolled ✓ <input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	4 Residency <input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full
---	--	--	--

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview

of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery

Performance Standard 4: Assessment of/for Student Learning

Performance Standard 5: Learning Environment

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

Performance Standard 7: Professionalism

Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board \\County Public Schools Roanoke County Public Schools• Program Contact Jim Bradshaw, Director of Human Resources• Address 5937 Cove Rd, Roanoke, VA 24019• Phone Number 540 562-3900• Email Address jbradshaw@reps.us• Signature of School Superintendent  Dr. Kenneth Nicely	<ul style="list-style-type: none">• Name of Organization Iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Science - Biology	6-12
Business and Informational Technology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6-12
Elementary	PreK-6
English	6-12
English as a Second English	PreK-12
Foreign Language- Latin	PreK-12
Foreign Language - French	PreK-12
Foreign Language – Spanish	PreK-12
Foreign Language- German	PreK-12
Marketing Education	6-12
Mathematics	6-12
History / Social Studies	6-12
Science - Physics	6-12
Special Education Adapted Curriculum	PreK - 12
Special Education General Curriculum	PreK - 12

Technology Education	6-12
Early Childhood Education	NK-5

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Roanoke County Public Schools (RCPS) is seeing a decrease in the number of qualified teaching applicants in a variety of areas. Finding certified teachers has become increasingly more difficult so RCPS is looking for other avenues to provide potential teachers the opportunity to become fully licensed in a timely and cost-effective manner. This in turn would allow these applicants to be teaching and instructing students sooner than the traditional licensure routes.

RCPS currently has 120 teachers on a provisional license for the 2022-23 school year and on average we have about 74 provisionally licensed teachers at any given time. However, RCPS is seeing an increased interest in becoming a teacher from career switchers, paraprofessionals and current substitutes in our division but cost and time have been a deterrent in them getting a teacher license.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)

- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Roanoke County Public schools will use multiple factors to evaluate the iteach effectiveness. RCPS will be conducting formal and informal observations throughout the year as well as a formal evaluation scored on the 8 Performance Standards to measure the program’s success. Satisfactory or higher rating will be expected for success. Informal surveys, observation feedback and student outcomes will serve as another means of evaluating the success and effectiveness of the iteach program. The completion rate will also be a measure on how successful the iteach program is for RCPS as well as feedback solicited from the iteach participants. This information will be shared with the school board.

The iteach program will be evaluated for effectiveness at the school and division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. RCPS is hoping for a 75% completion rate for participants in the iteach program

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning.

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument,

intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify

the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program’s conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate’s Intent to Hire paperwork, the district will identify the candidate’s Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The

evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is

aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Shenandoah County Public Schools • Program Contact Linda Hodges Director of Human Resources • Address 600 N. Main Street, Suite 200 Woodstock, VA 22664 • Phone Number 540-459-6743 • Email Address lhodges@shenandoah.k12.va.us • Signature of School Superintendent 	<ul style="list-style-type: none">• Name of Organization Iteach • Program Contact Diann Huber, Ed.D. • Address P.O. Box 1626 Denton, TX 76202 • Phone Number 940-383-8100 • Email Address adminVA@iteach.net • Signature of School Board Chair and Organization Official  • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought

that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business and Informational Technology	6-12
Science - Chemistry	6-12
Science - Earth and Space	6–12
Elementary	PreK-6
English	6-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Sciences	6-12
Mathematics	6-12
Middle School Math	6 – 8
Middle School Science	6-8
Middle School English	6-8
Middle School History / Social Studies	6-8

Music – Instrumental	PreK-12
Music – Vocal/Choral	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	PreK - 12
Special Education General Curriculum	PreK - 12
Technology Education	6-12
Theatre Arts	PreK-12
Early Childhood Education	NK-5
Science - Biology	6-12
Science - Biology	6-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Shenandoah County Public Schools began the current school year 2022-23 with 21 unfilled teacher vacancies across all levels and endorsement areas. Currently, we still have 17 unfilled teacher vacancies. We have currently been utilizing long term substitutes in these unfilled positions. The opportunity to offer paraprofessionals, substitute teachers, and other community members with a 4-year degree a route to teacher licensure within a short period of time would help to fill these vacancies during a time of increasing teacher shortage.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students’ standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master’s degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program’s accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective

teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky’s zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program’s curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program’s website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor’s degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Evaluation of the success of the iTeach program in Shenandoah County Public Schools will include a review of the number of teachers who successfully complete the program within the designated time frame, as well as a review of the evaluation results and informal feedback provided by various administrators working with teachers in the program. These teachers will be evaluated using the same evaluation tool used for all other teachers in SCPS. Information regarding the success of the program will be shared with our School Board.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the

students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school

application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to

complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the

Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution

- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

	I Admission	II Enrolled	III Residency (Field Experience)	IV Program Completion
	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓	2 Accepted ✓	3 Enrolled ✓	4 Residency
<input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	<input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	<input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	<input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full

As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is

aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge

TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning
TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice

TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report

and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders

- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the

program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.



A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board Sussex County Public Schools• Program Contact Adriene K. Stephenson• Address 21302 Sussex Dr. Stony Creek, VA 23882• Phone Number 434-246-1049• Email Address astephenson@sussex.k12.va.us • Signature of School Board Chair  • Marvin E. Morris, Jr.	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  • Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- ♦ **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Mathematics	6-12
Middle School Math	6 – 8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Special Education Adapted Curriculum	K - 12
Special Education General Curriculum	K - 12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$3,000 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Sussex County Public Schools is a small, rural school division composed of only three schools (Sussex Central Elementary School, Sussex Central Middle School, Sussex Central High School) on one campus. Serving approximately 1,000 students, the division must take extreme care in addressing the

diverse needs of its population while providing and observing the Standards of Quality requirements. Although the student population may be small in comparison to others, it does not eliminate the need of qualified instructional personnel to maintain compliance and address the increasing demands of a post pandemic world.

Sussex County Public Schools is nestled in the center of a 493 square mile county in the southeastern region of Virginia. As such, it has become increasingly difficult to recruit qualified, instructional personnel. When candidates are faced with the reality of convenience and travel cost, the division faces adversity in filling existing positions as well as those positions for newly established programs. A major benefit of iteach would be providing a much-needed benefit to personnel and the division itself by addressing licensure requirements.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree

- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-

expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**
- Sussex County Public Schools will evaluate the program by using data to determine the true success. The division will consider the following data points: one, the number of individuals that could benefit from the program; two the number of individuals who enroll in the program; and three, the number of individuals who successfully complete the program. Finally, the division will consider the feedback of participants to assess the value placed on the program by those who know it best.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students
- TCVA 5700 – You Are Hired!

Additional courses will be offered in specific content areas, such as Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6003: Special Education Overview, prior to applying for the Provisional license.

The iteachU.S. curriculum is designed to purposefully support the candidate's ability to display the

dispositions of a highly effective educator. While participating in the iteachU.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program's targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students’ views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and

campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

**Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input**

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of

teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

In summary, iteach will have the following requirements for all candidates pursuing admission to the program:

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution

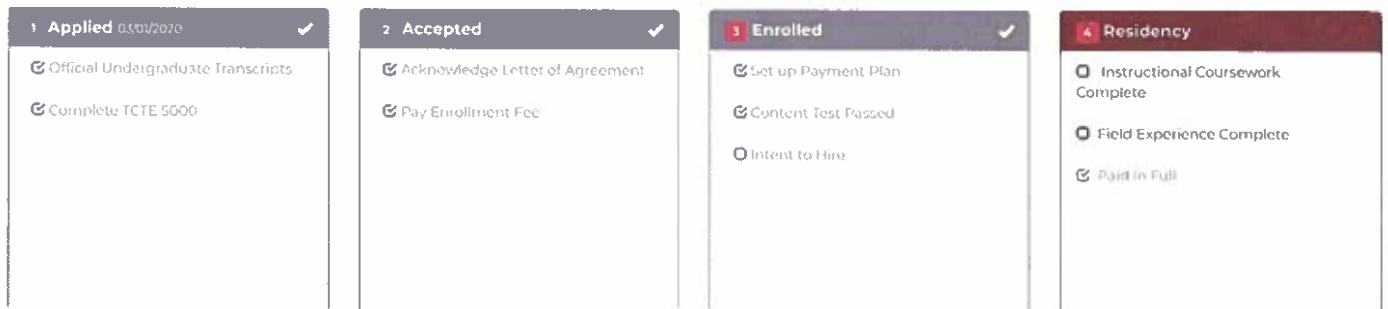
- Official transcripts with a date degree conferred
- Complete an application
- Complete intrueVIEW
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

Program Assessment System: Transition Point Assessments

Transition Point	Admission	Residency (Field Experience)	Program Completion	Retention
Assessment	<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; 	<ul style="list-style-type: none"> • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed 	<ul style="list-style-type: none"> • State Survey • District Service Record

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in- house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C.

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview

of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the six categories of Virginia Standards for the Professional Practice of Teachers:

Standard 1: Professional Knowledge

Standard 2: Instructional Planning

Standard 3: Instructional Delivery

Standard 4: Assessment of and for Student Learning

Standard 5: Learning Environment

Standard 6: Professionalism

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 6 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Professionalism
TCVA 5700 – The Classroom Teaching Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content. iteachVIRGINIA will make training available

to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Residency course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on

completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: You Are Hired! Therefore*, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning

experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to being receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE ROUTES TO
LICENSURE IN RESPONSE TO HOUSE BILL
2486 OF THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN RESPONSE TO
HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.


A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<p>Westmoreland County Public Schools</p> <ul style="list-style-type: none">• Program Contact: Catherine Rice, Ed.S. Deputy Superintendent• Address: 141 Opal Lane Montross, Virginia 22520• Phone Number: 804-493-8018 (office) 804-450-1943 (mobile)• Email Address: ricecr@wmlcps.org• Signature of Superintendent: <p>Michael D. Perry, Ed.D.</p>	<ul style="list-style-type: none">• Name of Organization Iteach• Program Contact: Diann Huber, Ed.D.• Address: P.O. Box 1626 Denton, TX 76202• Phone Number: 940-383-8100• Email Address: adminVA@iteach.net• Signature of School Board Chair and Organization Official  <ul style="list-style-type: none">• Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia’s education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than a decade ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by district are:

Visual Art	PreK–12
Science - Biology	6-12
Business Education	6-12
Science - Chemistry	6-12
Computer Science	6-12
Dance	PreK–12
Science - Earth and Space	6–12
Elementary	PreK-6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language - French	PreK–12
Foreign Language - Latin	PreK–12
Foreign Language – Spanish	PreK–12
General Science	6-12
History and Social Studies	6-12
Marketing	6–12
Mathematics	6-12
Middle School Math	6-8
Middle School Science	6-8
Middle School English	6-8

Middle School History / Social Studies	6-8
Music – Instrumental	PreK-12
Music - Vocal	PreK-12
Physical Education and Health	PreK–12
Science - Physics	6–12
Special Education Adapted Curriculum	K-12
Special Education General Curriculum	K-12
Technology Education	6-12
Theatre	PreK-12
Trades and Industry	9-12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs, \$2,800 interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with an enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program’s partnership with The Teaching Channel. Candidates are enrolled in the Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix B) has also been aligned to numerous videos from the Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,000 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Westmoreland County Public Schools is a small, rural division serving just over 1,500 students in two elementary, one middle, and one high school. The division has intensified its recruitment and retention efforts over the past several years, employing several strategies to attract, develop, and retain fully licensed and properly endorsed teachers. Proven strategies have included recruiting international educators, revising salary schedules to provide salaries that are competitive with surrounding divisions, offering signing and retention bonuses, paying finder fees to current employees who succeed in recruiting teachers to the division, increasing the employer contribution to health insurance, providing tuition assistance, reimbursing the cost of state assessments, and paying all licensure fees. The division also provides a robust teacher induction and mentoring program and extensive professional development opportunities, ensures teachers have the necessary instructional materials and supplies, and works diligently to create and maintain a positive culture and working environment.

Despite these and other efforts, the division finds it increasingly difficult to recruit fully licensed, properly endorsed teachers amidst a nation-wide teacher shortage. This evidenced by the division's Instructional Personnel (IPAL) Reports. Due to the strategies employed, the division experienced a steady increase in the percentage of class sections taught by licensed and properly endorsed instructional personnel, from 86.5% in 2018-2019 to 91.27% in 2019-2020 to 93.55% in 2020-2021. There was a marked decline in 2021-2022, with only 84.9% of class sections taught by licensed and properly endorsed instructional personnel, followed by another decline in 2022-2023 with the current percentage at 83.05%. While it is anticipated the percentage for 2022-2023 will increase after all licensure applications awaiting review have been processed, the division still will not be at the level reached in 2019-2020 and will fall well short of the goal of 100%.

Given the challenges with recruiting, the division is increasingly focused on cultivating the talents and skills of unlicensed personnel, such as paraprofessionals, substitute teachers, and individuals who hold bachelor's degrees. The division actively encourages individuals to enter the teaching profession and provides guidance and support (financial and otherwise) to assist with attaining a provisional teaching license, followed by a renewable license. Nonetheless, the process of completing requirements to become a licensed teacher can prove

both time-consuming and expensive for both the candidate and the division. Partnering with iteachVIRGINIA will provide the division a much-needed alternate route to licensure that is both time efficient and affordable, while also producing well-prepared teachers.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students’ standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master’s degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program’s accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix C.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia’s students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky’s zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only the outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
 - 2.5 Grade Point Average – either graduating or last sixty hours. Graduating GPA must be calculated and posted by the university on an official transcript.)
 - Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
 - Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
-
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Westmoreland County Public Schools will evaluate the effectiveness of the iteach program utilizing multiple measures. First, the division will monitor the successful completion rate of its iteach participants. Second, the division will monitor the performance of its iteach completers, utilizing the same teacher evaluation process employed with all teachers and based upon Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Third, the division will survey iteach completers near the conclusion of their first year of teaching to ascertain their perception of how well prepared they were with each of the eight Performance Standards. Fourth, the division will survey the principals of iteach completers to ascertain their perception of how well prepared iteach completers were with each of the eight Performance Standards, as compared with other first-year teachers who completed more traditional routes to licensure. Information gathered regarding evaluation of the iteach program's effectiveness will be shared via an annual report to the School Board.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600- Teaching Special Education
- TCVA 6601- Special Education in the Community
- TCVA 6602- Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603- Transition Planning for Students with Disabilities
- TCVA 6004- Responsive Literacy Instruction in the Elementary Classroom
- TCVA 6005- Critical Reading and Writing Instruction
- TCVA 9002- Teaching Elementary English Language Arts/Reading Syllabus
- TCVA 9003- Teaching Elementary Mathematics
- TCVA 9004- Teaching Elementary Science
- TCVA 9005- Teaching Elementary Social Studies

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix B).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix D.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students’ views in order to understand their prior knowledge

- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the

program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).
Section enhanced with District Input

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observations form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, if one is assigned, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I- Admission

- Minimum of a 2.5 GPA
- Bachelor’s Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II- Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school.

Transition Point III- Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Pre-Hire Courses (5100-5200) • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

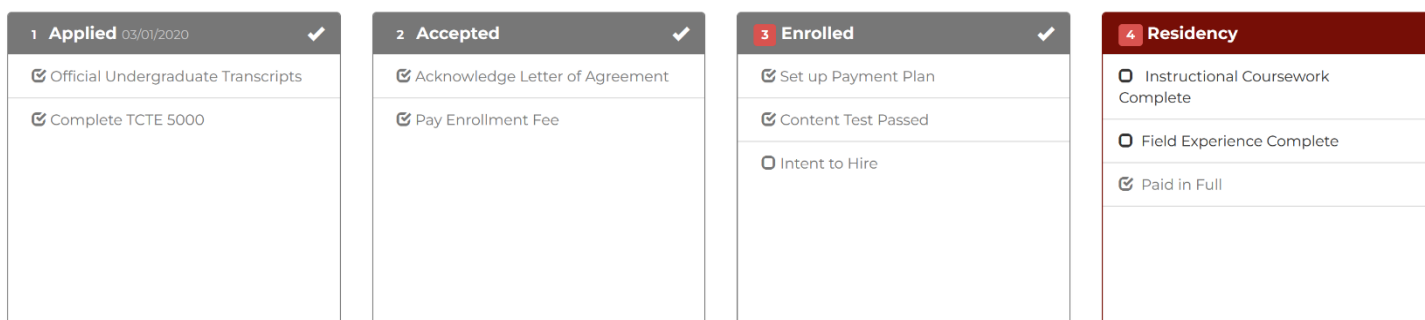
The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.

The founding concept of iteachU.S. was to prepare individuals who have a heart's desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate's program homepage:



As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program's mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A and CARE form, Appendix C).

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment

system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000 – Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1 – Professional Knowledge Standard 7 – Professionalism
TCVA 5100 – Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development completed prior to being eligible for initial licensure and employment.	Standard 5 – Learning Environment
TCVA 5200 – Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1 – Professional Knowledge
TCVA 5300 – Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2 – Instructional Planning Standard 3 – Instructional Delivery Standard 4 – Assessment of and for Student Learning

TCVA 5400 – Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5500 – Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1 – Professional Knowledge Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice
TCVA 5600 – Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4 – Instructional Delivery Standard 6 – Culturally Responsive Teaching and Equitable Practice Standard 7 – Professionalism
TCVA 5700 –Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take the Praxis Professional Learning and Teaching (PLT) as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form, (CARE, Appendix B)

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge

and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, *TCVA 5700*; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's

assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in *TCVA 5300: Planning for Instruction and Assessment*. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in *TCVA 5300: Planning for Instruction and Assessment* and later becomes a required activity during the Residency, in *TCVA 5700: Field Experience*. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for *TCVA 5700*) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G) distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience) includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix D) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as

teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.