

Teacher Equity

The Virginia State Board of Education has identified several factors that influence teacher equity. These factors include differentiating the Standards of Quality to create equitable funding models for schools, developing systems of support to recruit and retain effective teachers (with a specific focus on improving teacher salaries), and providing education resource and curriculum development opportunities to educators. Given this, the Board seeks to create a Profile of a Virginia Educator that aligns with the state's standards for teacher quality. To support the Board's efforts, the ARCC will co-develop a report on state policies that affect teacher compensation and salary structures, the Profile of a Virginia Educator, and a dissemination plan. The ARCC will also co-facilitate strategic planning sessions around salary structures, teacher compensation, and the Profile of a Virginia Educator.

Building the Capacity of Dyslexia Advisors

The ARCC will collaborate with the Virginia Department of Education (VDOE) to build capacity among dyslexia advisors and local education agencies (LEAs). As part of its regulations governing special education programs for children with disabilities, the Virginia General Assembly enacted legislation requiring that each LEA identify and employ a reading specialist trained in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or other literacy-related disorders. These specialists will serve as an advisor on dyslexia and other literacy-related disorders. The ARCC will support VDOE in its capacity-building efforts by assisting its staff in convening a Dyslexia Working Group and creating a resource development plan. The ARCC will also help in gathering, cataloging, developing, and disseminating information on dyslexia or other literacy-related disorders. The ARCC will assist VDOE in collecting feedback on the utility of the selected resources to determine if additional support is needed.

Supporting Algebra Readiness

VDOE, in collaboration with the ARCC, will build educator capacity to support algebra readiness across the state. Each local education agency in Virginia receives funds to implement algebra readiness programs for students. VDOE has developed tools and resources to support educators working with students in these algebra readiness programs. Through advisement and collaboration with VDOE, the ARCC will contribute to the production of educator support materials, including the creation of a dynamic version of the Mathematics Vertical Articulation Tool (MVAT). In Fall 2018, VDOE will host four regional Algebra Readiness Institutes; during each, the ARCC will co-facilitate sessions on to the dynamic MVAT and will assist with the collection and summarization of participant feedback from such institutes. The ARCC will further assist VDOE by collecting and summarizing additional data after educators have had the opportunity to utilize the resources, documents, and tools.