Attachment A

Technical Assistance Topics

**Overview of Technical Assistance Offerings**

The Office of School Quality (OSQ) has coordinated various technical assistance for the 2022-2023 school year. This listing of technical assistance offerings is not intended to be exhaustive; instead, it provides a brief overview of scheduled technical assistance and other professional development opportunities to support the implementation of strategies for improving student outcomes. Five school divisions are currently operating under a Memorandum of Understanding. These divisions combined have a total of 75 schools.

* **Chronic Absenteeism Collaborative Learning Cohort:** OSQ, in partnership with the Office of Student Services (OSS), is offering an opportunity for school principals to participate in a year-long Collaborative Learning Cohort focused on Chronic Absenteeism (CLC-CA). Participants will engage in a three-part E-learning series facilitated by Attendance Works along with one in-person session and two follow-up webinars hosted by OSQ and OSS. The Attendance Works three-part training series for school principals will provide proven, evidence-based, tiered strategies to engage students and promote attendance using a team approach. *Rationale: Sixty-nine percent (46 schools) of schools from MOU divisions have a Level 2 or Level 3 rating on the School Quality Indicator (SQI) for Chronic Absenteeism.*
* **K-5 Literacy Leaders Training for Principals:** OSQ, in partnership with the Office of Humanities, is offering a six-part training series for elementary school principals to better understand foundational literacy skills and receive resources focused on current national research and evidence-based practices aligned to legislation and the English Standards of Learning. *Rationale: Fifty-one percent (34 schools) from MOU divisions have a Level 2 or Level 3 rating on the SQI for Academic Achievement – English.*
* **2023 K-12 Teacher in Action - Science**: OSQ, in partnership with the Office of STEM, is offering technical assistance to K-12 science teachers. The 2023 Teachers in Action will focus on science teaching and learning. Sessions will provide professional development focusing on the continued implementation of engaging, aligned science instruction that includes science literacy, formative assessment, and discourse. Participants will have time between each session to implement and reflect on the strategies they learned and integrate these best practices into their instruction. Participants will be expected to share this information with their colleagues and support science instruction across the grade levels within their school. *Rationale: Seventy-eight percent (52 schools) from MOU divisions have a Level 2 or Level 3 rating on the SQI for Academic Achievement Science.*
	+ A similar technical assistance in mathematics was coordinated and facilitated in partnership with the Office of STEM and Innovation in the winter of 2022. Teachers, school administrators, and division leaders from MOU divisions learned about high-leverage instructional practices for mathematics. The three-part sessions utilized a train-the-trainer model that focused on the continued implementation of instruction aligned to the 2016 Mathematics Standards of Learning and Curriculum Framework. Each participant also received a copy of *The Five Practices in Practice by Margaret S. Smith*.
* **Professional Learning Network (PLN) Series - Science:** The OSQ , in partnership with the Office of STEM and Innovation, is offering an opportunity for division leaders who are responsible for supporting instruction, as well as instructional leadership in schools, to participate in a four part series led by the VDOE science team. Division-level leaders will gain a deeper understanding of the expectations of the 2018 Science Standards of Learning and walk away with resources that can be used in their division to recognize effective science instruction and support science literacy. The first session was held on October 5, 2022. Each participant received a copy of *Ambitious Science Teaching by Mark Windschitl, Jessica Thompson, and Melissa Braaten*. *Rationale: Seventy-eight percent (52 schools) from MOU divisions have a Level 2 or Level 3 rating on the SQI for Academic Achievement-Science.*
	+ A similar PLN Series for mathematics was coordinated and facilitated in partnership with the Office of STEM and Innovation throughout the 2021-2022 school year. Division leaders who supported instruction participated in a four- part series led by the VDOE Office of STEM and Innovation team. Each participant received a copy of *NCSM Essential Actions: Framework for Leadership in Mathematics Education* and *Specially Designed Instruction for Co-Teaching* by Marilyn Friend and Tammy Barron.

**Overview of Coaching Support**

* **Virginia Transformational Leaders Academy (VTLA):** Over a 12 month period, the superintendent of schools and another selected division level leader from each MOU division are receiving job-embedded professional development as participants in the Virginia Transformational Leaders Academy (VTLA). The academy is sponsored and facilitated in partnership with the Virginia Association for School Superintendents (VASS) and OSQ. In addition to job-embedded professional development, MOU division leaders have access to an executive coach and will identify a problem of practice related to their division’s corrective action plan (CAP) or division strategic plan and work collaboratively to address the problem.
* **OSQ Consultant Support:** OSQ provides additional consultative and coaching support through the use of consultants who support a specific priority area or need identified by the division superintendent. Two consultants serve in the position of Executive Liaison in Greenville County and Prince Edward County, while three other consultants currently serve Danville City, Petersburg City, and Richmond City public schools. *Rationale: Executive Liaisons support MOU division leaders in monitoring the implementation and impact of the Corrective Action Plan.*
* **OSQ Superintendent Support:** The OSQ Director continues to facilitate and engage MOU division superintendents in bi-weekly communication to ensure ongoing support.

**Additional Technical Assistance, Professional Development, and/or Training Offerings**

* **Summer School Improvement Summits:** OSQ offered a full day in-person one-day summit that was designed to provide an overview and build connections to support division and school leaders in understanding the continuous improvement process. Participants actively engaged in the four modules of the Virginia Continuous School Improvement Process. Sessions were offered on June 30th, July 14th, and July 21st.
* **Foundations of Continuous Improvement Canvas Course:** OSQ provides a Canvas course that school and division leaders can access anywhere/anytime. The course contains the four modules of the Virginia Continuous School Improvement Process, Evidence-Based Interventions, and Academic Review Toolkit. Videos, slide decks, templates, tools, and resources are provided in the course.
* **Academic Review Training:** In the summer and fall of 2022,OSQ coordinated and facilitated virtual and in-person technical assistance on Conducting an Academic Review: June 14 (virtual), August 16 (virtual), August 2 (in-person), September 14 (virtual), September 27(in-person) and September 28 (in-person). In addition to these sessions, OSQ has provided personalized academic review training for MOU division and school leaders at the request of the division superintendent or his/her designee. OSQ is also scheduled to collaborate with division leaders from each MOU division to conduct two to four academic reviews in the fall to build division capacity. The division will then conduct the remaining academic reviews. *Rationale: Schools with Level 2 ratings in Academic Achievement in English, mathematics and/or science and schools with Level ratings in any School Quality Indicators are required to complete an academic review. Schools will submit a report and a copy of their revised continuous school improvement plans (CSIP) to OSQ by January 31, 2023.*

**OSQ Webinars**

* **Implementing Instructional Rounds:** OSQ began facilitating a four-part webinar series designed to provide a structured process of instructional rounds to collect data from classroom observations connected to a problem of practice that is directly aligned to the comprehensive school improvement plan. The research-based instructional rounds process correlates to the Virginia Continuous School Improvement Process.
* **Identifying Evidence-based Interventions:** This August 2022 training included an overview of evidence-based intervention and provided resources to identify and implement evidence-based interventions beneficial to all schools and required for federally identified schools. *Rationale: The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act 2015 (ESSA), emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as “interventions''). Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by either strong evidence (Tier 1), moderate evidence (Tier 2), promising evidence (Tier 3), or evidence that demonstrates a rationale (Tier 4).*
* **Level 3/Federally Identified Fall Monitoring and Support Training:**  On September 20th, September 21st, October 4th, and October 5th, OSQ provided webinars for schools with Level 3 ratings and/or federally identified schools, to review the monitoring process for the 2022-2023 school year. Fall meetings will be with division-level leaders, while the spring monitoring meetings will take place at the school level with principals.
* **Level 2/ Monitoring and Support Training:** On August 30th and August 31st**,** OSQ provided webinars for schools with Level 2 ratings to review the monitoring process for the 2022-2021 school year.
* **School Improvement Grant Application:** OSQ facilitated two webinars on September 29th to explain the federal identification process and how to complete the School Improvement Grant (SIG) application process for the 2022-2023 school year. This webinar was for division and school leaders supporting federally-identified schools. *Rationale: Consistent with the requirements of the Elementary and Secondary Education Act of 1965 (ESEA), Section 8401(b)(1)(F), the Virginia Department of Education is required to identify schools in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement. In each case, identification must be informed by the state’s ESSA accountability indicators and the system of annual meaningful differentiation. Additionally, schools with a graduating class that does not meet the federal graduation indicator will be identified as CSI-FGI. The 2022-2023 Virginia School Improvement Grant (SIG) Application provides continued support to federally identified schools. These funds are intended to support the school’s comprehensive school improvement plan and provide assistance to ensure the implementation of appropriate supports and interventions to address federal identification. Specific school improvement grant funding considerations are based on the school’s federal identification classification and the needs articulated in submitting a completed school improvement grant application.*

**Conference Participation**

* **Southern Regional Education Board’s Making Schools Work Conference, Grapevine, Texas, July 2022** - Select division leaders, principals, and staff from federally-identified schools attended.
* **OSQ Principal Leadership Conference** - OSQ-sponsored principal leadership conference is scheduled for December 7 and 8. The theme for this year’s conference is “Charting the Course: The Journey of Continuous Improvement.”Leaders from MOU divisions and across the Commonwealth will have the opportunity to hear from practitioners in the field on topics such asTransformational Leadership, Instructional Leadership, Effective Assessment and Accountability Practices, Chronic Absenteeism, Climate and Culture, College, Career, and Civic Readiness, Continuous School Improvement, Data Analytics, Dropout Prevention, and Graduation, Professional Learning, Quality Instructional Practices, Social and Emotional Learning, Trauma-Informed Care (Staff & Students), Systems and Support Resources, Family and Community Engagement, and Talent Development.

OSQ remains committed to supporting the continuous improvement efforts of MOU divisions and others across Virginia.