Attachment B

Superintendent’s Memo #320-21

December 3, 2021

**Onward and Upward:
Supporting Literacy and Mathematics**

 **Detailed Scopes of Work for Literacy and Mathematics Program Areas**

**American Rescue Plan (ARP) Act**

**Elementary and Secondary School Emergency Relief (ESSER) III Fund**

**Virginia Institutes of Higher Education**

**Supporting Literacy and Mathematics Grant**

**Detailed Scopes of Work for Literacy Program Areas**

**1. Advancing and Supporting Literacy and Teacher Professional Learning - Literacy Website**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**The purpose of this award is to develop a website in partnership with the Virginia Department of Education’s (VDOE) Department of Learning and Innovation that provides research and evidence-based created resources, modules and/or videos, and text lists for teachers to access and use for professional development and implementation in K-12 classrooms.

The VDOE has requested:

1. university generated, targeted lists of books and resources for classrooms that support high quality literacy instruction and
	* align to Virginia Standards of Learning (SOL) and with components of high quality instructional materials;
	* are evidence-based and research-based; and
	* support early literacy practices and the five pillars of reading.
2. university generated modules and/or videos that demonstrate instructional practices in model classrooms utilizing the evidence-based resources and strategies (K-12); and
3. facilitate and pay educators to create model lessons using the evidence-based English Language Arts (ELA) instructional strategies with materials from the generated text lists (begins after the creation of resources and website).

The IHE will provide:

* **Website** with instructional videos, book lists, and related electronic resources;
* **Structural design:** The IHE will provide content area expertise to develop, outline, and structure the literacy website and collaborate with VDOE on the content therein;
* **Project coordination:** The IHE will prepare a project management plan and facilitate communication between the IHE and the VDOE;
* **Management of the budget**; and
* **Technology support** and may employ a subcontractor to create and edit the website, provide voiceover and on-camera support for any instructional videos, and meet compliance needs.

The VDOE will provide:

• **Instructional design support and content review:** VDOE content reviewers will proof all materials for clarity and usability; and

• **Staff** assigned to the project who can respond quickly and provide final feedback within the designated timeline.

**VDOE Literacy Website Project Outline**

#### **Deliverables**

 **The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop a website in partnership with VDOE that provides research- and evidence-based resources, modules and/or videos, and text lists for teachers to access and use for professional development and implementation in K-12 classrooms.
2. Create university generated modules and/or videos that demonstrate instructional practices in model classrooms utilizing the evidence-based resources and strategies (K-12).
3. Facilitate and pay educators to create model lessons using the evidence-based ELA instructional strategies with materials from the generated text lists (begins after the creation of resources and website).
4. Develop supporting resources for each model that could be replicated by school divisions not directly involved in the initial partnership.
5. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
6. Provide the VDOE with regular and ongoing updates regarding progress on website development.
7. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and microcredential resources.

**2. Advancing and Supporting Literacy and Teacher Professional Learning-Microcredentials for Teachers (2a. Early Literacy, 2b. Adolescent Literacy, and 2c. Leading Literacy)**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to create a series of microcredentials for the Virginia Department of Education’s (VDOE) Department of Learning and Innovation. The VDOE has requested that these microcredentials be housed on Virtual Virginia and would assist Virginia teachers with the understanding and delivery of strong literacy instruction.

The VDOE has requested:

* Creation of asynchronous resources on the aspects of literacy development and leadership to deliver professional development to K-12 teachers, individually or in groups;
* Inclusion of webinars, videos, teacher interviews, and electronic resources; and
* Posting of all materials in Virtual Virginia’s learning management system by an established date.

The IHE will provide:

* **Three Bundles (6 microcredentials)** with instructional videos and related electronic resources;
* **Courses/Modules** within Virtual Virginia’s learning management system to share the microcredentials;
* **Microcredential Design:** Content area expertise to write the outline and structure of the microcredential bundle and choose the instructional approach for the content outlined below*;*
* **Project coordination:** A project management plan and facilitate  communication between the IHE and the VDOE;
* **Management of the budget**; and
* **Technology support** and may employ a subcontractor to create and edit the microcredentials, provide voiceover and on-camera support, and meet compliance needs.

The VDOE will provide:

* **Staff** assigned to the project who can respond quickly and provide final feedback within  the designated timeline.
* **Instructional design support**: VDOE content reviewers will proof all materials for clarity and usability.

**VDOE Literacy Microcredentials Professional Development Project Outline**

#### **Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop a series of microcredentials that address effective practices in teaching reading and literacy coaching to be implemented by educators in local education agencies (LEA). Microcredentials will include asynchronous learning modules in the areas of:
	* 1. Early Childhood and Literacy Development and High Quality Instructional Practices (K-5)
		2. Adolescent Literacy and High Quality Instructional Practices (6-12)
		3. Literacy Coaching and Leadership (K-12)
2. Create a partnership with a minimum of three LEA to serve as model classrooms in videos pertaining to microcredential coursework.
3. Develop training modules and supporting resources for each bundle that could be replicated by school divisions not directly involved in the initial partnership.
4. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
5. Provide the VDOE with regular and ongoing updates regarding progress on each microcredential bundle.
6. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and microcredential resources.

**Bundle 1: Early Literacy Development and High Quality Instructional Practices (K-5)**

| Microcredential 1: Early Literacy Development (K-5)* Current research on early childhood literacy development and language acquisition
* Developmental milestones and learning progressions
* Includes information on phonemic awareness, phonics, vocabulary, fluency, and comprehension
* Connections between early literacy development and the Virginia *English Standards of Learning*

Microcredential 2: High Quality Instructional Practices (K-5)* Instructional techniques for phonemic awareness, phonics, vocabulary, fluency, and comprehension
* Current evidence-based strategies for early literacy development and language acquisition
* Assessing early literacy development
* Supporting students with difficulties in literacy development
* Address instructional needs of students with disabilities and English Learners
 | Microcredential 1:A. Case Studies illustrating early literacy milestones and development Microcredential 2:A. Model video(s) demonstrating instructional techniques and practicesB. Opportunities for classroom application of instructional strategiesC. Formative and summative checks for participant understanding | University Notes: |
| --- | --- | --- |

**Bundle 2: Adolescent Literacy and High Quality Instructional Practices (6-12)**

| Microcredential 1: Adolescent Literacy (6-12)* Current research on effective adolescent literacy development in grades 6-8 and grades 9-12
* Continuation of cognitive demand and text complexity in grades 6-8 and grades 9-12
* Connections between adolescent literacy and the Virginia *English Standards of Learning*

Microcredential 2: High Quality Instructional Practices (6-12)* Current evidence-based strategies for adolescent literacy instruction
* Assessing adolescent literacy
* Supporting students with difficulties in literacy development
* Address instructional needs of students with disabilities and English Learners
 | A. Case Studies demonstrating adolescent literacy development in grades 6-8 and grades 9-12B. Opportunities for classroom application of instructional strategiesC. Formative and summative checks for participant understanding | University Notes: |
| --- | --- | --- |

**Bundle 3: Literacy Coaching and Literacy Leadership**

| Microcredential 1: Coaching Literacy (K-12)* Knowledge, skills, and process for coaching in the K-12 classroom
* Effective professional development practices

Microcredential 2: Literacy and Leadership (Reading Specialists, Administrators K-12)* Develop understanding of current research approaches to literacy
* Effectively using data to lead decision making in K-12 schools
* Strategies for increasing student performance in K-12 schools
* Knowledge, skills, and process for leading literacy K-12 divisions/schools
* Effective professional development practices
 | 1. Elementary Teacher interview/real-world scenario 2. Secondary Teacher interview/real-world  scenario | Possible  Tech Tools  |
| --- | --- | --- |

**3. Supporting Teacher Professional Learning and Addressing Unfinished Learning - Tutoring Programs**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**The purpose of this award is to create tutoring programs and train educators/community partners and provide necessary resources for K-3 literacy programs to address unfinished learning for the Virginia Department of Education’s (VDOE) Department of Learning and Innovation.

The VDOE has requested:

* Creation of tutoring programs for educators/community partners to provide necessary resources for K-3 literacy programs that will address unfinished learning. Topics may include:
	+ Supporting Your Student through Early Literacy and Reading
	+ English Learners and Literacy Development
* Provision of training for educators/community partners in K-3 literacy tutoring programs that will address unfinished learning by established deadlines.
* Provision of technical support to community partners and all needed materials for tutoring programs and community partnerships by established deadlines.

The IHE will provide:

* **Implementation plan** including a plan for continuationand related resources;
* **Program coordination:** A project management plan and facilitate communication between the IHE and the VDOE;
* **Management of the budget**;
* **Resource development and technical support** and may employ a subcontractor to support resource development and technical support; and
* **Technology support** and may employ a subcontractor to create and edit the support materials, provide voiceover and on-camera support, and meet compliance needs.

The VDOE will provide:

* **Staff** assigned to the project who can respond quickly and provide final feedback within the designated timeline.
* **Instructional support:** VDOE content reviewers will proof all materials for clarity and usability.

**VDOE Literacy Microcredentials Professional Development Project Outline**

#### **Deliverables**

 **The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Identify and establish a research-based high-impact literacy tutoring program to address unfinished learning to be implemented in local education agencies (LEA). Tutoring programs will include options for both in-school and after-school intervention opportunities.
2. Develop a model for implementing a K-3 research-based high-impact literacy tutoring program. Models will include:
	1. Structures that support intervention, to include school and community based offerings.
	2. Types of data that will be utilized to identify students for intervention, target instructional focus, and provide evidence that students are demonstrating growth in literacy development.
	3. Communication processes that support effective intervention and grade-level instruction.
3. Create a partnership with a minimum of three LEA to recruit staff and train educators to implement high-impact tutoring programs.
4. Provide guidance and suggested protocols to each LEA in creating community-based partnerships that will support tutoring efforts.
5. Monitor and support implementation of the high-impact tutoring programs in each LEA with whom there is an established partnership.
6. Develop training modules and supporting resources for each grade-level program that could be replicated by school divisions not directly involved in the initial partnership.
7. Provide literacy tutoring program training for K-3 educators (representing each partnering division) utilizing the training modules and supporting resources developed by the IHE.
8. Develop an implementation timeline in collaboration with the LEA and community partners that includes designated meeting, training, and implementation dates.
9. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
10. Provide the VDOE with regular and ongoing updates regarding progress of each partnership program and data reports that provide evidence of efficacy of the tutoring programs.

**4. Advancing and Supporting Teacher Recruitment and Retention**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to develop and facilitate a community of educators through regional hubs for the Virginia Department of Education’s (VDOE) Department of Learning and Innovation.

The VDOE has requested:

* Establishment of a plan to create and continue regional hubs to be representative of each superintendents’ region and to support the retention and recruitment of literacy educators by an established deadline.
* Development and facilitation of teacher leader models, model lessons, classroom visits, and additional supporting materials by an established deadline.

The IHE will provide:

* **Implementation plan** including a plan for continuationand related resources;
* **Program coordination:** A project management plan and facilitate communication between the IHE and the VDOE;
* **Management of the budget**; and
* **Resource development and technical support:** The IHE will provide the platform to house announcements, information, and resources for hub use.

The VDOE will provide:

* **Staff** assigned to the project who can respond quickly and provide final feedback within the designated timeline. Project deadlines are contingent upon timely responses from the VDOE.
* **Instructional support:** VDOE content reviewers will proof all materials for clarity and usability.

**VDOE Advancing and Supporting Teacher Recruitment and Retention-Literacy Hubs & Teacher Leader Model Project Outline**

#### **Deliverables The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop collaborative regional literacy hubs to support best practices in literacy instruction.
2. Establish model teacher leaders to serve as regional network support in leading literacy instruction.
3. Facilitate the development and creation of resources to be used as training and examples with participants of the regional hub.
4. Provide the VDOE with updates and goals of the plan to support the continuation of participation and recruitment.
5. Establish measures to monitor regional hub development and implementation and ensure that all practices and resources align to VDOE vision and instructional focus.
6. Provide the VDOE with regular and ongoing updates regarding progress of the literacy hub.
7. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and program resources.

**5. 18 Credit Hour Graduate Level Certificate Cohort**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to create a graduate level literacy coaching certificate program (18 hours) for the Virginia Department of Education’s (VDOE) Department of Learning and Innovation. The VDOE has requested that this literacy coaching certificate program would assist Virginia teachers with the understanding and delivery of strong literacy instruction.

The VDOE has requested:

* Creation of a literacy coaching certificate program that would consist of 18 hours of graduate-level coursework;
* Inclusion of all areas of literacy development such as; phonemic awareness, phonics, vocabulary, fluency, and comprehension, connections between K-12 literacy development and the Virginia *English Standards of Learning*, and effective coaching practices by established deadlines.

The IHE will provide:

* **Instructional design support:** The IHE will provide content area expertise to write the outline and structure of the literacy coaching certificate program;
* **Program coordination:** A project management plan and facilitate communication between the IHE and the VDOE;
* **Management of the budget**; and
* **Technology support** and may employ a subcontractor to provide any needed technical support for the program.

 The VDOE will provide:

* **Staff** assigned to the project who can respond quickly and provide final feedback within the designated timeline.
* **Instructional support and content approval:** VDOE content reviewers will approve all course content and syllabi and proof all materials for clarity and usability.

**VDOE Graduate Level Literacy Coaching Certificate Program Project Outline**

#### **Deliverables**

 **The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

* Develop a program of graduate-level literacy coaching coursework. Program will include:
	+ 18 hours of graduate-level coursework;
	+ Knowledge, skills, and process for coaching in the K-12 classroom;
	+ Effective professional development practices;
	+ Instructional techniques for phonemic awareness, phonics, vocabulary, fluency, and comprehension, writing, and research;
	+ Current evidence-based strategies for K-1 literacy development and language acquisition;
	+ Assessing literacy development;
	+ Supporting students with difficulties in literacy; and
	+ Addressing instructional needs of students with disabilities and English Learners.
* Completion of the program would result in a literacy coaching certificate that can be added to a professional license.
* Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
* Provide the VDOE with regular and ongoing updates regarding progress on the literacy coaching certificate program.
* Ensure ADA Level AA compliance of all materials, web content, videos, modules, and program resources.

**Virginia Institutes of Higher Education**

**Supporting Literacy and Mathematics Grant**

**Detailed Scopes of Work for Mathematics Program Areas**

**1. Advancing and Supporting Mathematics Intervention Models and School/Community Tutoring Programs**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to support local school divisions in structuring high-quality mathematics intervention programs in grades K-8 and professional learning for educators in facilitating intervention that addresses unfinished learning. IHE grant partnership to support Local Education Agencies (LEA) in collaborating with community groups in implementation of regional efforts (community stakeholders , public libraries, universities, organizations, i.e., YMCA, Boys & Girls Clubs, etc.) to create cohorts for families and students to participate in education programs focused on mathematics and assist in the implementation of high-impact tutoring programs.

#### **Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Collaborate with VDOE to determine the necessary logistics for the creation and co-facilitation of a statewide committee of educators and other stakeholders to develop a description of the pillars of high quality mathematics instruction. Include a component specifically related to mathematical readiness and intervention.
2. Develop a model for K-8 research-based high-impact mathematics tutoring programs to address unfinished learning to be implemented in local LEA. Tutoring programs will include options for both in-school and after-school intervention opportunities. Models will include resources and professional learning to address:
	1. Identification of the components of high-quality mathematics intervention, including high-impact tutoring;
	2. Tiered levels of support to address varied learning needs of students.
	3. Description of structures that support intervention, to include school and community-based offerings;
	4. Types of data that will be utilized to identify students for intervention, target instructional focus, and provide evidence that students are demonstrating growth in mathematical understanding to accelerate learning toward grade- level instruction;
	5. Creating structures of support for coaches and administrators in supporting and monitoring implementation and student progress; and
	6. Communication processes that support effective intervention that is “just-in-time” instructional support for grade-level instruction.
3. Create a partnership with a minimum of three LEA to recruit staff to train educators to implement high-impact tutoring programs.
4. Provide guidance and suggested protocols to each LEA in creating community-based partnerships that will support tutoring efforts.
5. Monitor and support implementation of the high-impact tutoring programs in each LEA with whom there is an established partnership.
6. Develop training modules and supporting resources for each grade-level program that could be replicated by school divisions not directly involved in the initial partnership.
7. Provide mathematics tutoring program training for K-8 educators (representing each partnering division) utilizing the training modules and supporting resources developed by the IHE.
8. Develop a process that will support a one-time vetting event of mathematics instructional resources that support mathematical readiness and intervention. This will include a structure for rating available vendor-created mathematics programs and resources based on alignment to the 2016 *Mathematics Standards of Learning* and evidence-based practices and pedagogy for high quality mathematics instruction.
	1. Collaborate with VDOE to determine the necessary logistics to establish selection criteria in efforts to convene a committee of educators and other stakeholders to vet and evaluate mathematics instructional materials.
	2. Ensure that all project committees (criteria development and vetting) are composed of a diverse group of members representing the eight Superintendent’s regions of the Commonwealth.
	3. Convene the committee to vet and evaluate the quality of mathematics instructional materials using an established set of criteria to identify high quality instructional materials and ensure all products align with the established pillars of high quality mathematics instruction.
	4. Develop a systemized report that delivers the findings of the vetting committee that can be utilized by LEA in an effort to select quality mathematics instructional materials. Findings will be uploaded onto a VDOE webpage to ensure access to LEA and the public.
9. Develop an implementation timeline in collaboration with the LEA and community partners that includes designated meeting, training, and implementation dates.
10. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
11. Provide the VDOE with regular and ongoing updates regarding progress of each LEA program and data reports that provide evidence of efficacy of the tutoring programs.
12. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and resources.

#### **Responsibilities of VDOE**

* Meet with the IHE development team on a regular schedule to monitor adherence to established project timeline and scope of work.
* Work with the IHE to establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
* Monitor status of budget and approve any requested changes to initial budget.

**2. Supporting Curriculum Development to Modernize Mathematics Instruction**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to facilitate the development of instructional resources to support the modernization of mathematics instruction through the 2023 revision of the *Mathematics Standards of Learning.*

#### **Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop a project plan for the creation of unit guides that align to the 2023 proposed *Mathematics Standards of Learning*.
2. Collaborate with the VDOE about shifts needed in instructional practice to support modernizing mathematics and how resources will be developed to support transitioning classroom instruction.
3. Work with VDOE to establish a project team of educators to participate in ongoing spring 2022 preliminary unit guide development for proposed standards already in draft form.
4. Work with VDOE to establish a project team of educators to participate in summer 2022 *Mathematics Standards of Learning* revision team meetings.
5. Establish a template for elementary and secondary grade/course level unit guides that includes:
	1. Unit guide overview that provide guidance to the teacher on the concepts and standards to be included in the unit;
	2. A coherence map for each grade level/course, further broken down for each unit, that shows the connections between the proposed 2023 *Mathematics Standards of Learning*; and
	3. Links to newly created resources, as well as existing VDOE resources that would be aligned and modified to proposed 2023 *Mathematics Standards of Learning*, such as:
		1. Rich mathematical tasks with intentional focus on connections within and across strands;
		2. Sequenced VDOE Mathematics Instructional Plans (MIPs) that provide more detailed guidance for the teacher on how concepts and standards can be connected to support daily instruction. A template for the mathematics instructional plans would be developed using the existing MIPs as a baseline;
		3. Formative assessments (existing VDOE Just in Time Quick Checks would be modified and realigned to new standards);
		4. Mathematics Vocabulary Word Wall Cards;
		5. Instructional videos for teachers; and
		6. Intervention resources (existing Algebra Readiness Intervention resources for grades 6-Algebra I may be modified and realigned) but resources for grades K-12 are desired.
6. Collaborate with the VDOE on a structure and then input the finalized resources into a Canvas platform for utilization by teachers across the Commonwealth.
7. Identify and utilize contractors, as needed, to develop new resources that align to the 2023 *Mathematics Standards of Learning* and link each within the unit guide (such as those resources listed above).
8. Establish a teacher cohort to review draft resources to confirm alignment and provide feedback. Create a rubric that can be utilized to review the draft resources.
9. Ensure that unit guides and resources are developed to reflect the vertical articulation of mathematics content as concepts increase in complexity across the grade levels.
10. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
11. Provide the VDOE with regular and ongoing updates regarding progress of the development of resources for each grade level/course.
12. Establish a data collection protocol for measuring the efficacy of the newly developed resources as they are implemented in classrooms during the 2025-2026 school year.
13. Elaborate on how the needs of diverse learners will be met, to include but not limited to, students with disabilities and English language learners.
14. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and resources.

#### **Responsibilities of VDOE**

* Meet with the IHE project lead on a regular schedule to monitor adherence to established project timeline and scope of work and respond to questions in a timely manner.
* Establish measures to monitor development of unit guides and resources that align to the VDOE vision and instructional focus.
* Collaborate with IHE to collect data to measure efficacy and impact.
* Monitor status of budget and approve any requested changes to initial budget.

**TENTATIVE TIMELINE:**

**Spring 2022 - Summer 2022:**

* Participate in standards revision planning
* Identify existing VDOE resources that may need to be revised
	+ Rich Mathematical Tasks - begin development of additional tasks; revise existing VDOE Rich Mathematical Tasks to address more interconnected SOL versus targeting just one standard
	+ MIPs - review existing plans for potential revision
* Investigate subcontractors that may be able to support resource development
* Participate in unit guide development committee meetings

**September 2022: Begin creating Unit Guides based on draft 2023 SOL**

* *Elementary Standards of Learning*
* *Secondary Standards of Learning*

**3. Supporting the Development of Regional Mathematics Hubs**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to support the development and implementation of collaborative regional hubs (one per Superintendents’ region) of instructional leaders to support mathematics teaching and learning in the Commonwealth of Virginia.

#### **Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop the structure, organization, and logistics of collaborative regional mathematics hubs that support each of the eight Superintendents’ Regions with current mathematics initiatives and best practices and facilitate collaboration between local education agencies (LEA).
2. Develop an overall project implementation plan that includes the following:
	1. Project outline - provides an overview of the project developed in partnership with VDOE staff that specifies the purpose, anticipated outcomes, and expected participation of regional mathematics hub instructional leaders;
	2. Project structures - includes a description of the lead IHE responsibilities, how the IHE will collaborate with regional hub instructional leaders (serving as liaisons between VDOE and mathematics leaders of regional LEA);
	3. Collaborate with the VDOE to establish and implement an application and rubric for selection of the eight regional hub instructional leaders;
	4. Responsibilities of regional hub instructional leaders will include:
		1. leading regularly scheduled regional meetings (at a minimum quarterly meetings);
		2. meeting regularly with VDOE staff and lead IHE;
		3. disseminating information from the VDOE regarding initiatives and professional learning opportunities and resources;
		4. recruiting and coordinating regional mathematics leader cohorts and meet regularly;
		5. facilitating partnerships between divisions in each region to support instructional goals;
		6. providing regular communication and updates to the IHE, VDOE, and participating regional mathematics leaders; and
		7. serve as advisors to the VDOE to provide input regarding mathematics instructional needs across divisions in each region along with potential VDOE initiatives.
	5. Timeline that includes designated meeting and coordination dates.
3. Develop a plan for advertisement and recruitment of regional division mathematics leaders (one per division for each of the eight regions).
4. Facilitate collaboration between regions as well as within regions to help develop partnerships, share resources, and provide professional support to one another.
5. Establish and/or refine existing regional hub structures to ensure communication and consistency between the activities of each regional hub.
6. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
7. Monitor and provide ongoing support to the regional hub leaders.
8. Collaborate with VDOE staff to keep abreast of pedagogy and content knowledge that support *Mathematics Standards of Learning* implementation. Regional hub instructional leaders can work to partner divisions in each regional hub around content and a common instructional focus.
9. Provide the VDOE with ongoing and regular updates regarding the work of each regional hub and data reports that provide evidence of efficacy of the regional hub model and its impact on instructional practices in surrounding LEA. The IHE will develop and administer a survey (in collaboration with the VDOE) to collect data on division needs and impact of regional hub activities.
10. Establish structures for consistency between each regional hub in facilitating professional learning networks, providing support, and ensuring regular communication.
11. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and resources.

#### **Responsibilities of VDOE**

* Meet with the IHE development team on a regular basis to monitor adherence to established project timeline and scope of work.
* Work with the IHE to establish measures to monitor development and ensure that work aligns to VDOE vision and instructional focus.
* Monitor status of budget and approve any requested changes to initial budget.

**4. Supporting a Model Mathematics Teacher Leader Project**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to create a project and recruit teachers to serve as model teachers - they would be involved in lesson study (perhaps of new resources for standards revision), create model lesson videos; agree to classroom visits; develop additional resources (1 State Lead; 25 Teacher leaders for 2 years).

#### **Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop model mathematics teacher leader project focused on the development of resources and model classroom sites that will support professional learning for Virginia teachers.
2. Develop a recruitment plan to include advertisements and application process to recruit a cadre of 25 experienced, effective K-12 educators (representing diversity and preferably all eight Superintendents’ Regions) to serve as teachers of model classrooms. Members of the teacher cadre should represent the four grade bands: K-2, 3-5, 6-8, and 9-12 (preferably two representatives per grade/course).
3. Develop an overall project implementation plan that includes the following:
	1. Project outline - provides an overview of the project with purpose and anticipated outcomes;
	2. Project structures - includes a description of the lead IHE responsibilities, how model teachers will be monitored, and how tasks will be reviewed and made available to teachers across Virginia;
	3. Collaborate with the VDOE to establish and implement a rubric for model teacher selection;
	4. Responsibilities of model mathematics teachers to include:
		1. developing model mathematics instructional resources;
		2. opening mathematics classrooms for site visits;
		3. facilitating mathematics instructional professional development; and
		4. videotaping and narrating a model mathematics classroom lesson.
	5. Timeline that includes designated meeting, training, and implementation dates.
4. Develop and engage teacher cadre in a sample lesson study and reflective process.
5. Provide training and ongoing support to teacher cadre in lesson study, creation of instructional video clips, and development of additional support resources.
6. Work with the teacher cadre to examine proposed changes to the *Mathematics Standards of Learning* to determine lesson study and video clip foci. Work with teacher cadre to ensure products highlight research-based instructional practices and processes.
7. Select model classrooms where other educators can visit and observe as part of a collaborative learning environment.  Create look-fors and structure for classroom visitations.
8. Establish measures to monitor project development and implementation and ensure that work aligns to VDOE vision and instructional focus.
9. Provide ongoing program status updates with frequency coordinated with the VDOE.
10. Ensure ADA Level AA compliance of all materials, web content, videos, modules, and resources.

#### **Responsibilities of VDOE**

* Meet with the IHE development team on a regular basis to monitor adherence to established project timeline and scope of work.
* Work with the IHE to establish measures to monitor development and ensure that work aligns to VDOE vision and instructional focus.
* Monitor status of budget and approve any requested changes to initial budget.

**5. Supporting an 18 Credit-Hour Mathematics Graduate Level Certificate Cohort**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to support regional teacher cohorts to obtain 18 credit hours of graduate level mathematics coursework in order to build teacher leader capacity and promote offering higher level mathematics courses and dual enrollment offerings within a school division.

**Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Develop/offer six three-credit-hour graduate level mathematics courses that support the teaching of higher level high school mathematics courses and dual enrollment courses.
2. Collaborate with VDOE to ensure that the courses offered address graduate-level mathematics content that will better equip high school teachers to address the current 2016 *Mathematics Standards of Learning* along with new *Mathematics Standards of Learning* currently in development or being revised in 2023. The content of the courses being offered will include, but will not be limited to, the following areas:
	1. Data Science;
	2. Mathematical Modeling/Financial Modeling;
	3. Sets and Logic;
	4. Discrete Mathematics with a focus on computing; and
	5. Application of Geometry in Design.
3. Collaborate with VDOE to ensure that course pedagogy aligns to the VDOE vision of modernization of mathematics instruction with a focus on student-centered learning using an inquiry and application driven approach. Instruction in each of the six courses offered should model research-based instructional practices and the use of technology tools to support problem solving, critical thinking, communication, collaboration, and making interdisciplinary connections.
4. Collaborate with VDOE to determine the necessary logistics such as participant pool, application process, coursework, timeline, and other logistics for the development of an 18 credit-hour graduate-level certificate cohort.
	1. 18 credit hours of coursework will be approved as part of the cohort for participants accepted.
	2. Include options for applicants who have partially completed graduate-level mathematics coursework toward a total of 18 credit hours, allowing for flexibility in courses taken and credit earned based on teacher interest.
	3. Ensure that priority is given to applicants who do not currently possess 18 credit hours of graduate-level mathematics coursework, but allow for teachers wishing to earn additional credit to take single courses if space allows.
	4. Ensure that priority is given to applicants from underperforming school divisions or school divisions in rural areas.
5. Select participants for the cohorts using the following criteria:
	1. represent a diverse group of teachers;
	2. include educators from all eight Superintendents’ regions with participating divisions being of varying demographic makeup and size;
	3. hold a current Virginia professional teaching license;
	4. receive a strong recommendation from a building-level administrator and a division-level administrator; and
	5. include additional criteria that will be determined in collaboration with VDOE.
6. Develop a course timeline in collaboration with VDOE and implement virtual courses.
7. Establish measures to monitor course implementation and participant status of completed coursework and report progress to VDOE. Participants would maintain acceptable academic status as required by the IHE.
8. Collaborate with VDOE to determine data that could be collected to measure efficacy and impact on student learning and teacher content knowledge and pedagogical knowledge.

**Responsibilities of VDOE**

* Meet with the IHE course development and implementation team on a regular schedule to monitor adherence to established project timeline and scope of work.
* Establish measures to monitor development and ensure that the coursework aligns to VDOE vision and instructional focus.
* Collaborate with IHE to collect data to measure efficacy and impact.
* Monitor status of budget and approve any requested changes to initial budget.

**6. Supporting a K-5 or K-8 Mathematics Specialist Endorsement Cohort**

**Period of Performance**

Date of Contract Execution through September 30, 2024.

**Overview of Project**

The purpose of this award is to support teacher cohorts to take K-5 or K-8 mathematics specialist coursework in order to build teacher leader capacity and promote teacher retention. Teachers and teacher leaders across the state would apply to be a part of a mathematics specialist cohort at a state university in Virginia. Cohorts will be formed for both a K-5 endorsement program (50 participants), as well as a K-8 endorsement program (50 participants).

#### **Deliverables**

**The Contractor shall be responsible for providing the following deliverable(s) during the period of performance:**

1. Collaborate with VDOE to determine the necessary logistics such as participant pool, application process, coursework, timeline, and other logistics for an established K-5 and/or K-8 Mathematics Specialist Endorsement program.
	1. Up to 30 credit hours of coursework will be approved as part of the cohort for participants accepted.
	2. Include options for applicants who have completed part of the coursework toward earning an endorsement.
	3. Priority will be given to applicants from rural school divisions or school divisions in which accreditation in mathematics has not been fully met.
2. Choose participants for the cohorts using the following criteria:
	1. represent a diverse group of teachers and teacher leaders;
	2. include educators from all eight Superintendents’ regions with participating divisions being of varying demographic makeup and size;
	3. have completed at least three years of successful, full-time teaching experience in a public or accredited nonpublic school in which the teaching of mathematics was an important responsibility;
	4. hold a current Virginia professional teaching license;
	5. receive a strong recommendation from a building-level administrator and a division-level administrator; and
	6. include additional criteria that will be determined in collaboration with VDOE.
3. Implement virtual courses through a state accredited program leading to a K-5 Mathematics Specialist Endorsement and/or the K-8 Mathematics Specialist Endorsement.Develop an implementation timeline in collaboration with VDOE.
4. Establish measures to monitor course implementation and participant status of completed coursework and report progress to VDOE. Participants would maintain acceptable academic status as required by the IHE.
5. IHE will collaborate with VDOE to determine data that could be collected to measure efficacy and impact on student learning and teacher content knowledge and pedagogy.
6. Participants would provide a commitment to the VDOE to serve for three years in a Virginia public school following receipt of a K-5 or K-8 Mathematics Specialist Endorsement.

#### **Responsibilities of VDOE**

* Meet with the IHE development team on a regular schedule to monitor adherence to established project timeline and scope of work.
* Establish measures to monitor development and ensure that specialist coursework aligns to VDOE vision and instructional focus.
* Collaborate with IHE to collect data to measure efficacy and impact.
* Monitor status of budget and approve any requested changes to initial budget.