



## WHO WE ARE

Virginia ASCD (Association for Supervision and Curriculum Development), an affiliate of ASCD International, is a membership organization dedicated to advancing excellence in Virginia's schools. We have 1,700 members who are teachers, superintendents, teacher educators, building leaders, students, and central office administrators. We represent a variety of roles, but we share a single purpose—ensuring a world-class education for every Virginia student.

## OUR MISSION

**Learn**..... Meet the changing needs of modern learners.

**Teach**..... Design innovative, responsive professional learning opportunities.

**Lead**..... Advocate for professional autonomy with integrity.

**Connect**.... Build and sustain networks for meaningful collaboration.

## WHAT WE DO

Each year, VASCD sponsors outstanding **professional learning opportunities** for educators through our conferences and networking forums. Through our **advocacy work** we promote education policy that is driven by research on teaching and learning, honors the teaching profession, and addresses the needs of the whole child. Our **publications** keep members informed and provide access to scholarly work being done by Virginia educators.

## OUR 2020 POLICY PRIORITIES

VASCD is a member of the Virginia Public Education Coalition, a collaboration among the Virginia Association of School Superintendents, the Virginia PTA, the Elementary and Secondary Principals' Associations, the Virginia School Boards Association, the Virginia Education Association, and several other affiliated groups. We work together to advance a policy agenda that honors the profession and prioritizes the well-being and success of students. Within this broader context, VASCD identifies specific focus areas that represent specific concerns within our areas of expertise. This year, our priorities are (1) outstanding teachers for Virginia's students, (2) personalized learning opportunities for educators, and (3) modernizing Virginia's state assessment system.

Please see our priorities on the reverse.

### **Priority: Outstanding Teachers for Virginia's Students**

#### *Honoring the Profession and Professionals through "Autonomy with Integrity"*

**Rationale:** Recruiting and retaining the very best teachers requires coordinated efforts among policy makers and the education community. While we appreciate the recent attention to Virginia's teacher shortage, we urge decision makers to align their actions with evidence regarding the factors that actually influence teachers' decisions to accept and stay in their positions.

- Teachers deserve compensation that allows them to support themselves and their families while living in the communities in which they work. Changes in VRS benefits have removed a significant incentive to accept the low salary that teaching offers in Virginia.
- An environment in which teachers are free to teach the Standards in innovative and creative ways is a factor in teacher recruitment and retention.
- Student needs vary widely and change constantly. Educators need greater flexibility to make decisions in the interests of students while aligning their teaching with the Standards of Learning.

### **Priority: Personalized Learning Opportunities for Educators**

#### *Creating Competency-Based Learning Pathways for Educators*

**Rationale:** High school redesign efforts are placing increased emphasis on students' actual demonstration of learning in real-world contexts. In the same way, teachers should be able to learn in ways that are immediately relevant to their jobs and able to be demonstrated in the ways they plan, deliver and assess learning for their students.

- Opportunities should be found to explore recertification options that are competency-based rather than relying on points and hours of seat time in courses and conferences.
- Micro-credentialing is one model that can be designed to offer teachers choices in the ways they learn and to assess the transfer of that learning into their actual practice.

### **Priority: Modernizing Virginia's Assessment System**

#### *Providing Adequate Accountability Data While Supporting Today's Student Learning Goals*

**Rationale:** Virginia's Profile of a Graduate raises expectations for student learning by requiring demonstration of both academic knowledge and a broader range of skills necessary for success in the workplace and community (Virginia's Five Cs). In order to measure these objectives, multiple types of assessments are essential.

A more modern assessment system reduces reliance on one type of test that measures one type of learning, and combines multiple measures across K-12 so that (1) each type of assessment is administered in the place where it is most effective and informative, and (2) the overall "assessment load" is constrained so that it complements rather than interferes with teaching and learning.

#### **Principles:**

- Virginia's assessment system should be revised to include a balance of achievement, performance, and growth measures over the course of students' K-12 experience, reflecting an emphasis on future-ready skills.
- The statewide assessment system should yield adequate data for accountability purposes without supplanting excessive instructional time.
- While maintaining validity and reliability, the system should be modernized to incorporate methodologies such as on-demand testing and interdisciplinary assessments.