

Instructional Coherence using High-Quality Instructional Materials (HQIM) and Planning Cycles: *Building Consistent, High-Impact Learning Experiences for **ALL** Students*

VDOE Instruction Overview

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Western Virginia Public Education Consortium

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VIRGINIA DEPARTMENT OF
EDUCATION

Instructional Program Alignment to Virginia's Strategic Priorities

- **Priority 1: To set and help every learner meet high expectations**
- **Priority 3: To create innovative pathways for every learner**
- **Priority 5: To advance safe and healthy schools**
- **Priority 6: To empower parents as partners**



Setting Purpose: Why are we here?

- High Quality Instructional Materials and Curriculum Based Professional Learning Legislation
- Review of resources currently available

Impact Expected

- Division instructional leaders can use this information to support teachers in implementing the Standards of Learning
- Materials can be used in Professional Learning Communities and Lesson Planning meetings to facilitate collaboration
- Divisions can determine if additional supports are needed from VDOE

Listening Tour: Where We Went

VDOE and the Secretary's office traveled across the Commonwealth.

In-Person Sessions

Region 1: Colonial Heights

- Student roundtable
- Stakeholder roundtable
- Public evening listening session

Region 2: Hampton

- Stakeholder roundtable
- Public evening listening session

Region 3: Gloucester

- Student roundtable
- Stakeholder roundtable
- Public evening listening session

Region 4: Alexandria

- Stakeholder roundtable
- Public evening listening session

Region 5: Fluvanna

- Parent roundtable
- Stakeholder roundtable
- Public evening listening session

Region 6: Salem and Roanoke

- Student roundtable
- Stakeholder roundtable
- Public evening listening session

Region 7: Smyth

- Student roundtable
- Stakeholder roundtable
- Public evening listening session

Region 8: Cumberland

- Student roundtable
- Stakeholder roundtable
- Public evening listening session

Miscellaneous

- NOVA parent roundtable
- NOVA early childhood roundtable
- Region 4 superintendents and leaders
- Region 7 superintendents
- Region 7 math leaders
- UVA K-12 Advisory Council
- SPED directors
- VDOE staff

Virtual Sessions

- Principal virtual session
- Teacher virtual session
- Parent virtual session
- Business/community member virtual session
- Virginia Education Association (VEA) virtual session
- Student Advisory Council virtual session

School/Site Tours and Visits

Region 1

- Colonial Heights High School
- Powhatan High School

Region 2

- Bethel High School
- Kecoughtan High School
- Yorktown Elementary School

Region 3

- Gloucester High School
- Chancellor Elementary School

School/Site Tours and Visits Continued

Region 4

- Alexandria City High School
- Jefferson-Houston PreK-8 IB School

Region 5

- Carysbrook Elementary School
- Central Elementary School

Region 6

- G.W. Carver Elementary
- Roanoke County CTE Center
- Northside High School
- Blacksburg High School

Region 7

- EO Career Commons Hub
- HEALS at SWVA Higher Education Center
- HEALS at Emory & Henry
- Oak Point Elementary School

Region 8

- Cumberland Middle School
- Nottaway County Public Schools

By the Numbers – 2,282 Individuals Provided Feedback



113 students participated in a student roundtable



562 individuals participated in an in-person stakeholder roundtable session

422 individuals participated in a public evening sessions



967 survey responses

218 individuals participated in a virtual session

53 hours of listening sessions

74 VDOE staff volunteers

Listening Tour: What We Learned

We heard about the many strengths of our schools and divisions as well as difficulties they face.

Strengths:

- Dedication of Educators
- Strong School Leadership
- Community Relationships
- Reduced Distractions without Cell Phones
- Literacy Approaches and Interventions
- Expansive Postsecondary Pathways
- Targeted Instructional Supports and Interventions

Challenges:

- Agency-Division Relationships
- Assessments
- Accountability System (SPSF)
- Educator Pipeline
- Licensure Flexibility
- Behavioral and Mental Health Supports
- Education Technology
- Public Education Funding
- Early Childhood Access

Agenda

- Overview of High-Quality Instructional Materials (HQIM)
 - Overview of Curriculum-Based Professional Learning (CBPL)
- Planning Cycles
- Instructional Coherence
 - Virginia's Instructional Coherence Implementation Model
- School Quality Profiles + Planning Cycles Structure
 - Professional Learning Communities (PLC) Protocol
- VDOE Instructional Updates

Overview of High-Quality Instructional Materials (HQIM)

Improving Student Outcomes via HQIM

High-quality instructional materials (HQIM) are among the most powerful levers available to improve student outcomes at scale.

- When rigorously reviewed and thoughtfully selected, textbooks and HQIM ensure every student has access to evidence-based, standards-aligned content that supports mastery.
- Virginia passed a law in 2025 that meaningfully redefines “textbooks” as “textbooks and other high-quality instructional materials” (HQIM) and requires local divisions to select materials that align with this rigorous expectation.
- Pursuant to this law ([680](#) and [683](#)), the VDOE was tasked with consulting with experienced teachers, division-level content specialists, and subject matter experts to evaluate any changes to the current textbook review and approval process.
- This effort aligns with Board Priority 1: *To set and help every learner meet high expectations.*
 - *Continue to adopt and support the implementation of comprehensive, clear, and rigorous academic standards that reflect national excellence.*

Research on HQIM and Student Outcomes

Curriculum can have an immense impact on student learning.

[Research](#) finds access to high-quality instructional materials (HQIM) leads to improvement in student outcomes comparable to more than half a year of additional learning.

Study/Source	Key Finding
TNTP (2018)	Access to grade-level HQIM closed the gap for struggling students by 7+ months.
Johns Hopkins (2020)	High-quality social studies and literacy curricula equal 3-4 months of extra learning.
Davis Grissmer (2024)	Knowledge-rich HQIM led to a 16% increase in test scores.
WestEd (2025)	Math gains from HQIM are substantial but take 3 years to manifest.

Overview of Virginia's New HQIM Law

Board of Education	VDOE	School Divisions	Educator Prep Programs
<ul style="list-style-type: none"> • Approve a revised Textbook Review Process • Approve textbooks and HQIM • Approve a list of vendors of professional learning resources 	<ul style="list-style-type: none"> • Review and update Virginia's Textbook Review Process • Recommend textbooks and HQIM for English 6-12, mathematics K-12, science K-12, and history and social science K-12 • Develop, adopt, and publish a list of approved vendors of professional learning resources • Publish annually a list of textbooks, HQIM and professional learning resources adopted and procured by each local school board. • Provide support to HQIM liaisons. • Conduct HQIM review and monitor implementation for school identified for need of improvement 	<ul style="list-style-type: none"> • Adopt and implement HQIM in English language arts for grades six through 12 and mathematics, science, and history and social science for grades kindergarten through 12 from the list approved by the Board or through a local adoption process that incorporates requirements in accordance with Board regulations • Annually review professional development • Ensure divisionwide comprehensive plans include supporting student achievement through HQIM adoption and implementation • Designate a faculty member to serve HQIM liaison. Implement such adopted textbooks and HQIM • Report to the Department through SOQ reporting which textbooks and HQIM have been adopted 	<ul style="list-style-type: none"> • Include a program of coursework and clinical experience and require all such students to demonstrate mastery in identifying and implementing textbooks and HQIM • Support the identification and implementation of HQIM as a strategy for improving student learning

Chapter 680: Textbooks and High-Quality Instructional Materials

The General Assembly's passage of [HB2777 \(Chapter 680\)](#) in 2025 formally defines Textbooks and High-Quality Instructional Materials and specifies its use as the foundational curriculum basis for all elementary and secondary instruction. This legislation requires:

- (i) each local school board **shall** adopt and implement textbooks and other high-quality instructional materials in **English language arts for grades six through 12 and mathematics, science, and history and social studies for grades kindergarten through 12**, and;
- (ii) each education preparation program offered by a public institution of higher education or private institution of higher education or alternative certification program that provides training for any student seeking initial licensure by the Board of Education with certain endorsements to include a program of coursework and clinical experience and require all such students to demonstrate mastery in identifying and implementing textbooks and other high-quality instructional materials.

Definition of Textbooks and High-Quality Instructional Materials (HB2777)

High-Quality Instructional Materials (HQIM) include textbooks and other high-quality instructional materials comprised of a systematic print or digital curricula that serve as the primary curriculum basis for a grade-level subject or course and that provide

- (i) adequate content and materials for student mastery of the corresponding *Standards of Learning*;
- (ii) instructional practices that are aligned with general and discipline-specific research evidence;
- (iii) assessments to monitor student mastery of curriculum content;
- (iv) guidance for meeting student needs, including enrichment for above-grade-level students and intensification for students who are at-risk of not mastering curriculum content, including English language learners and students with disabilities; and
- (v) resources for teachers that develop content knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and valid evidence and have a demonstrated record of success and build understanding of the rationale for curricula components.

K-5 ELA Approved Core Instructional Programs

With the passage of the Virginia Literacy Act (VLA) in the 2022 General Assembly, Virginia is taking the lead nationwide to improve early literacy outcomes for Virginia’s young learners. Through the VLA, the Virginia Department of Education (VDOE) will support school divisions through a multi-year effort with tools, resources, technical assistance and funding.

The Virginia Literacy Act (VLA) ensures that:

- **Every student in kindergarten to grade five** receives core literacy instruction from an **evidence-based literacy curriculum** for the entire literacy block and may receive additional evidence-based instruction and intervention, as outlined in a student reading plan, if they do not meet literacy benchmarks.
- **Every student in grade six through grade eight** receives additional evidence-based supplemental instruction and intervention, as outlined in a student reading plan, if they do not meet literacy benchmarks.

Provider	Product Title	Publishing Date	Approved June 2023	Approved December 2023
Amplify Education	CKLA	2022	K-3	4-5
Benchmark Education Company	Benchmark Advance	2022	K-3	4-5
Houghton Mifflin Harcourt Publishing Company	Into Reading	2020	K-3	4-5
Imagine Learning LLC	Imagine Learning EL Education, 2nd edition	2019	K-3	4-5
McGraw Hill LLC	Open Court Reading, 1st edition	2016	K-3	4-5
McGraw Hill LLC	Wonders, 1st edition	2023	K-2	4-5
Open Up Resources	Bookworms K-5 Reading & Writing, 1st edition	2022	K-3	4-5
Open Up Resources	EL Education Language Arts Curriculum, 1st edition	2017	K-2	
Savvas Learning Co	myView Literacy	2020		K-5
Zaner-Bloser	Superkids Reading Program	2020		K-2

The provisions of the Virginia Literacy Act address [Core K-5 English/Literacy Textbook and HQIM Requirements.](#)

[Approved Core Instructional Programs for Grades K-5 | Virginia Department of Education](#)

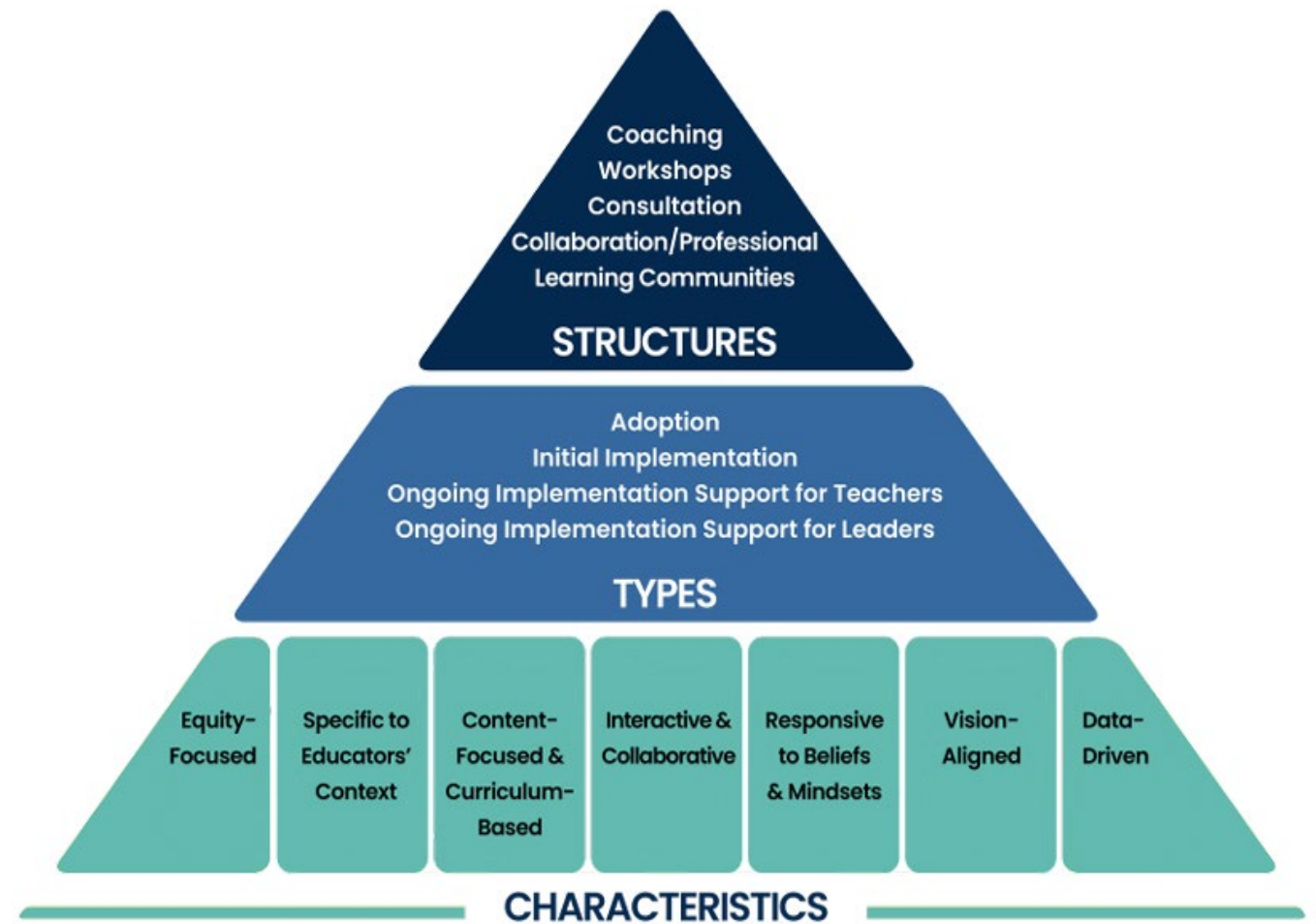
[Intervention Instructional Program Guide & Supplemental Instructional Program Guide | Virginia Department of Education](#)

VDOE Resources to Support HQIM and *Standards of Learning* Implementation

- English/Literacy: [2024 English SOL Instructional Resources | Virginia Department of Education](#) - Professional Learning Series focused on HQIM and SOL Implementation
- Mathematics: [2023 Mathematics Instructional Resources | Virginia Department of Education](#) - Mathematics HQIM Playbook and Implementation Series
- Science: [Science SOL Instructional Resources | Virginia Department of Education](#) - New Instructional Guides
- History: [2023 Standards of Learning for History & Social Science | Virginia Department of Education](#) - Instructional Guides with Supporting Links to Primary Resources and Vetted Lessons
- High Quality Instructional Materials: [HQIM Implementation Webinar Series](#)

Curriculum-Based Professional Learning (CBPL) Defined

Curriculum-based professional learning (CBPL) **supports and strengthens instruction** using high-quality instructional materials (HQIM). It is uniquely powerful, connecting content knowledge and instructional strategies to the HQIM teachers use daily. CBPL **goes beyond the initial product training** of an HQIM to provide teachers and leaders with the ongoing, job-embedded, dynamic support needed to **use the HQIM skillfully**.



Source: [Rivet Education](#)

Planning Cycles

Planning Cycles Serve as the Bridge to Instructional Coherence

LITERACY PLANNING CYCLE

Lesson Planning Meeting

Teachers and specialists (including, reading specialists, special education teachers, reading interventionists, and



Lesson Delivery

Teachers deliver lessons grounded in HQIM; School leaders and specialists walk through lesson delivery regularly

MATHEMATICS PLANNING CYCLE

Lesson Preparation Meeting

Teachers and others prepare for daily lesson delivery of approved high-quality instructional materials (HQIM).



Lesson Delivery

Teachers deliver lessons grounded in HQIM; School leaders walk through lesson delivery regularly.

Lesson Feedback

School leaders attend lesson feedback sessions to support teachers, discussing what worked well and what is needed for better implementation of HQIM in future lessons.


Lesson Walk Throughs

School leaders conduct non-evaluative lesson walk throughs to support teachers on lesson delivery of HQIM grounded lessons followed by lesson feedback sessions.



VDOE Walkthrough Tools to Support HQIM and Standards of Learning Implementation (Coming for All Areas)

Virginia Kindergarten – Grade Three Foundational Skills Walkthrough Tool



The Virginia Reading and Writing Foundational Skills Walkthrough Tool is designed to build understanding and experience with best practices to support the explicit teaching of foundational skills: Print Concepts, Phonological and Phonemic Awareness, Phonics and Word Analysis, Handwriting and Spelling.

Frequency Definitions

Yes	Consistent and purposeful demonstration of this indicator.
Mostly	Consistent evidence of this indicator.
Somewhat	Inconsistent evidence of this indicator.
Not Yet	No evidence of this indicator.

Core Action 1: Aligned Content: *Is the lesson intentionally and explicitly focused on grade-level reading foundational skills? (Refer to FFR and FFW Standards of Learning for grade-level expectations.)*


Descriptor	Frequency	Notes
A. The foundational skill(s) observed in the lesson reflect grade-level standards, present in both Foundations for Reading (FFR) and Foundations for Writing (FFW) and are appropriate for the time of year.	Yes Mostly Somewhat Not Yet	
B. The foundational skill(s) observed in the lesson is part of a systematic scope and sequence provided by division approved HQIM (Core or Supplemental).	Yes Mostly Somewhat Not Yet	
C. Teacher provides IEP-aligned/504-aligned or English Learner-aligned supports that eliminate barriers for students to access to grade-level foundational skills instruction.	Yes Mostly Somewhat Not Yet	

Core Action 2: Teacher-Directed Instruction: *Does the teacher make the foundational skills of the lesson explicit and allow time for student practice?*

Descriptor	Frequency	Notes
A. Foundational skill(s) instruction is explicit, systematic, and cumulative.	Yes Mostly Somewhat Not Yet	
B. The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s).	Yes Mostly Somewhat Not Yet	
C. The elements of the lesson are presented in an engaging and student-friendly manner. The use of manipulatives, text resources, and hand motions enhance and support lessons and do not distract from skills being taught.	Yes Mostly Somewhat Not Yet	
D. The teacher models appropriately to support student learning and elicits student practice through a variety of classroom routines appropriately defined within approved HQIM (Core or Supplemental).	Yes Mostly Somewhat Not Yet	
E. The teacher explicitly addresses skills that transfer between	Yes	

Virginia Kindergarten – Grade Three Foundational Skills Walkthrough Tool 1

Virginia Grade K-12 Mathematics Walkthrough Protocol



The Virginia Grade K-12 Mathematics Walkthrough Protocol reflects a vision for mathematics teaching and learning, grounded in the guiding principles of the 2023 Mathematics Standards of Learning: ensuring every student builds strong foundational skills by building automaticity and procedural fluency; mastering critical content through the application of skills and conceptual understanding; fostering the application of the five mathematics process goals (reasoning, communication, problem solving, connections, and representation) to set students up to recognize and see mathematics in real-world situations; and, coherently integrating mathematics within and across content areas.

Frequency Definitions

Yes	Consistent and purposeful demonstration of this indicator.
Mostly	Consistent evidence of this indicator.
Somewhat	Inconsistent evidence of this indicator.
Not Yet	No evidence of this indicator.

Core Action 1
Culture of Learning: *How does the learning environment support positive student outcomes?*


Descriptor	Frequency	Notes
A. Culture of learning promotes student learning through positive relationships. Teacher Actions: Responds to student needs and preferences Student Actions: Applies strategies and discourse skills as an active member of a collaborative classroom community	Yes Mostly Somewhat Not Yet	
B. High-quality instructional materials are used to support teaching and learning. Teacher Actions: Provides core instruction as well as IEP-aligned, 504-aligned, or EL-aligned supports that eliminate barriers for students to access and engage with grade-level high-quality instructional materials. Provides enrichment and extension for students that have demonstrated mastery of grade-level standard expectations. Student Actions: Uses and applies grade-level high-quality instructional materials as intended. Advanced learners are using extension and enrichment materials as intended.	Yes Mostly Somewhat Not Yet	
C. Evidence based strategies can support conceptual understanding and connections within and across content. Teacher Actions: Builds upon prior knowledge to relate concepts and procedures from different topics. Instruction includes the use of models, representations, and ideas to facilitate connections between concepts. Student Actions: Uses models, skills, representations, and other strategies to make connections to previous knowledge or concepts.	Yes Mostly Somewhat Not Yet	

Core Action 2
Skills in Practice: *How are the discipline content and skills in practice reflected in the lesson?*

Descriptor	Frequency	Notes
A. Instruction includes standards-aligned concepts, relevant objectives, and purposeful assessment using high-quality instructional materials. Teacher Actions: Lesson implementation supports the use of high-quality resources and models that support students' learning. Student Actions: Explains or models the concepts, objectives, and goals using instructional materials.	Yes Mostly Somewhat Not Yet	

Department of Instruction | Virginia Grade K-12 Mathematics Walkthrough Protocol VDOE| doe.virginia.gov 1

Virginia Grade K-12 English Language Arts Walkthrough Tool



The Virginia Grade K-12 English Language Arts Walkthrough Tool articulates the vision for Virginia's English classrooms where all students are developing as skilled readers and building reading stamina. Students will build knowledge, fluency, and comprehension skills from reading a range of challenging, content-rich texts. This includes reading and gathering evidence from grade-level complex texts, reading widely on topics to gain knowledge and vocabulary and using reading strategies when comprehension breaks down.

Frequency Definitions

Yes	Consistent and purposeful demonstration of this indicator.
Mostly	Consistent evidence of this indicator.
Somewhat	Inconsistent evidence of this indicator.
Not Yet	No evidence of this indicator.

Core Action 1
Grade-Level Complex Texts: *Is the lesson focused on a high-quality text(s)? (DSR.A; DSR.B)*

Descriptor	Frequency	Notes
A. Students spend the majority of the lesson reading, listening*, writing, and/or in discussion about text(s). <i>*Listening should only be a primary instructional strategy for comprehension in grades K-2.</i>	Yes Mostly Somewhat Not Yet	
B. Variety of complex literary and informational texts are at or above the complexity level expected for the grade level based on the VDOE Analysis Chart for Determining Text Complexity and/or provided by the division adopted HQIM.	Yes Mostly Somewhat Not Yet	
C. The text(s) exhibit exceptional key ideas and details, craft and style, integration of concepts, and/or provide meaningful knowledge.	Yes Mostly Somewhat Not Yet	
D. Texts lead authentically into writing and allow reading and writing to exist as complementary learning rather than as separate subjects.	Yes Mostly Somewhat Not Yet	
E. Teacher provides IEP-aligned, 504-aligned, or English Learner- (EL) aligned supports that eliminate barriers for students to access and engage with grade-level high-quality texts.	Yes Mostly Somewhat Not Yet	
F. Teacher provides ELs with opportunities to build knowledge on topics through more accessible texts in preparation for reading grade-level texts.	Yes Mostly Somewhat Not Yet	

Core Action 2
Text Dependent Questions and Tasks: *Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? (DSR.C, DSR.D)*

Descriptor	Frequency	Notes
A. Questions and tasks integrate grade-level Reading (RL, RI), Writing (W, LU), Vocabulary (RV), Communication (C, LU), and Research (R) standards in service of deep understanding of the text(s) and/or topics under consideration.	Yes Mostly Somewhat Not Yet	

Virginia Grade K-12 English Language Arts Walkthrough Tool 1

Instructional Coherence

- How do HQIM and CBPL work together to create systemwide coherence?
- What structures ensure all students experience grade-level content across settings?

Instructional Coherence Defined

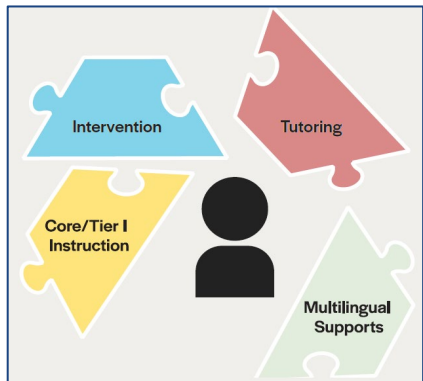
- **Definition:** Instructional coherence means all elements of an instructional program — from core instruction, interventions, wraparound services, adjusted or extended time, tutoring — work in concert to advance the same set of priorities, goals, and grade-level student experiences.
- **Frame:** A shared goal, quality materials, and coordination are the **three key components** of instructional coherence. Included in Virginia's model are funding and school improvement that anchor the frame.
- **Systems Approach:** State education agencies (SEAs), local education agencies (LEAs), regional centers, and schools create the conditions for instructionally coherent student experiences. Virginia's model details the actions that it takes to set a clear vision for students' daily experiences at school.

To Be or Not to Be, Coherence is the Question

Two instructional scenarios are given. With your team, identify the **signals of coherence** versus **signals of fragmentation**. Discuss with a partner: What patterns do you notice? Which scenario better supports grade-level success? **Be prepared to share 1–2 observations with the group.**

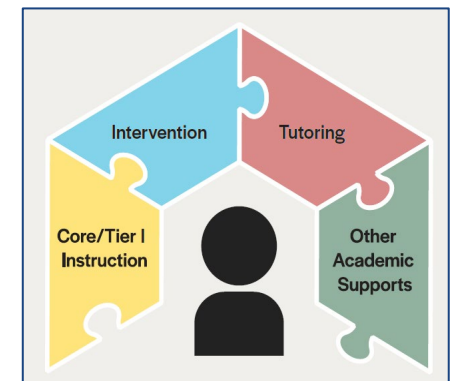
SCENARIO A:

- **Literacy class (Tier 1):** Diane reads *The Phantom Tollbooth*.
- **Intervention:** Diane works on an adaptive computer program where she reads below grade-level text about endangered species.
- **Tutoring:** Diane practices identifying sight words from a list her tutor found online.
- **Multilingual Supports:** Diane practices cause and effect in an article about the water cycle.



SCENARIO B:

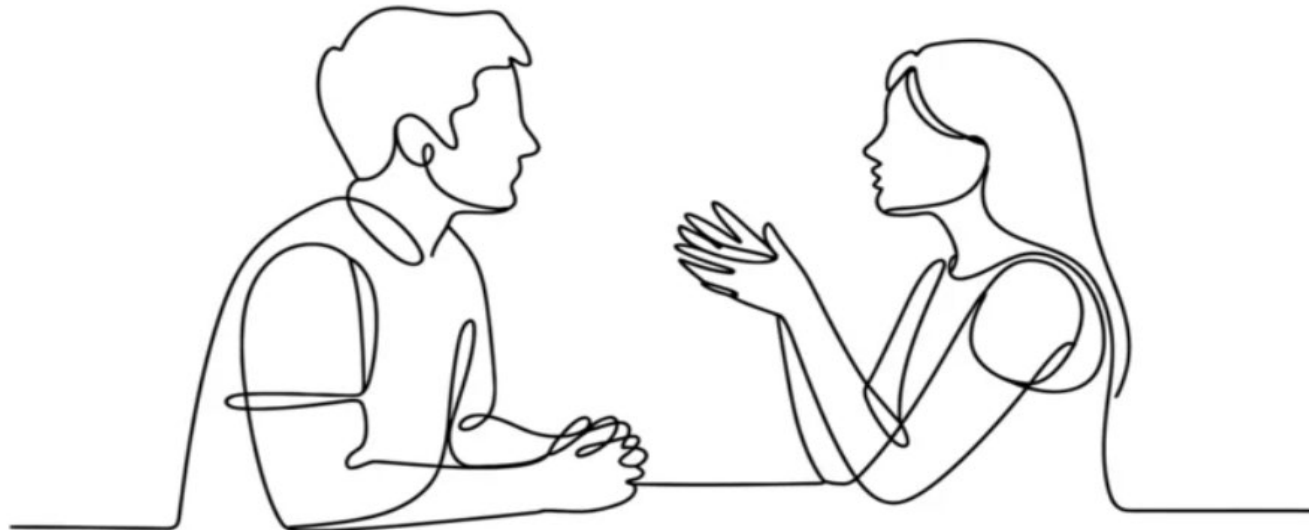
- **Mathematics class (Tier 1):** Trent adds and subtracts fractions with unlike denominators.
- **Intervention:** Trent practices adding fractions with unlike denominators.
- **Tutoring:** Trent practices tape diagrams to build his conceptual understanding of fractions.
- **Homework:** Trent completes fluency practice adding common benchmark fractions.



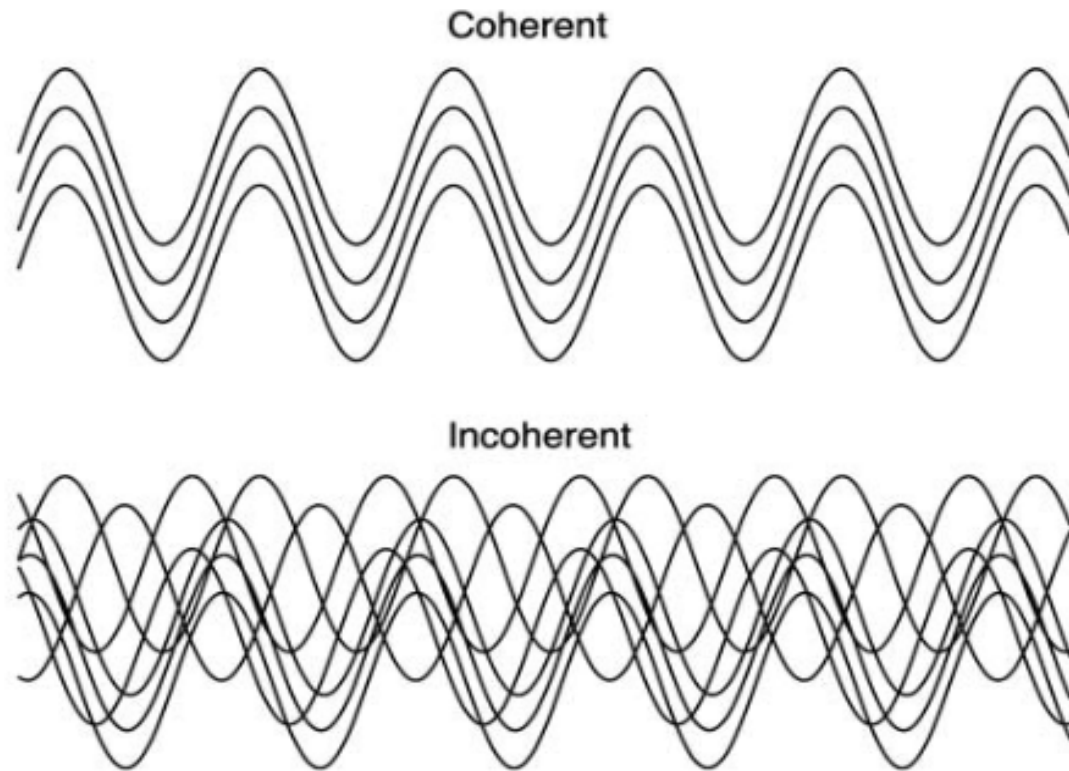
Turn and Talk: Scenarios A and B

Your task: Discuss the following questions with your team. **Be prepared to report out.**

- What signals instructional coherence in Scenario B?
- What harms students in Scenario A's fragmented experience?
- How might this look in **your** division, school, or role?



Why Coherence Matters



- Reduces cognitive overload by making learning predictable.
- Reinforces grade-level goals across disciplines.
- Prevents fragmentation that widens learning and systems gaps.
- Ensures all students access meaning, affirming instruction.

The Relationship between HQIM, CBPL, and Instructional Coherence



HQIM serves as the anchor by providing consistent routines and terms; embedding scaffolds for diverse learners; connecting interventions to core content; and, allowing educators to collaborate effectively.



CBPL serves as the link through job-embedded, ongoing learning inclusive of teachers, interventionists, specialists, and tutors. It uses student work, aligned assessments, and builds shared practice across classrooms.



Instructional coherence is the ship that supports and reinforces upcoming grade-level content. This includes shared vocabulary and routines across adults; consistent curricular materials across tiers; and, scaffolded tasks build readiness for core lessons.

Virginia's Instructional Coherence Frame

Funding models and **school improvement processes** provide a structure for each of the three components across all disciplines.



Shared Goal

All support — whether in class, in intervention blocks or outside the school day — aims to prepare students for success with grade-level work in their core classes.



Quality Materials

The core high-quality instructional materials define the work that students are prepared to do and provide a common anchor for all educators supporting students.



Coordination of Professional Learning

Professional learning helps core educators align their support for students. Adults in all settings have the same learning goals, vocabulary, routines, and practices.

Virginia's Instructional Coherence Implementation Model



Students

Students grow in their ability to engage with meaningful, affirming, grade-level lessons in core instruction every day through connected and purposeful learning experiences across all settings.



Teachers

Teachers of all students, including students with disabilities and multilingual learners, use high-quality instructional materials and intentionally align supplemental materials to support students' instructional needs at **Tier 1**.



School Leaders

School leaders know what skillful use high-quality instructional materials looks like and expect to see it across core instruction and intervention. They schedule collaborative planning time for co-planning and collect implementation data using a common walkthrough tool designed to support the planning process.



Lead Teachers, Coaches, Specialists, and/or Division Leaders

Lead teachers, coaches, specialists, and/or division leaders model lessons using the same high-quality materials the teachers are using and ground their support and feedback in the teacher's implementation of those materials. They ensure that academic interventions provided through multi-tiered system of support (MTSS) and response to intervention (RTI) align with what students are learning in core instruction at **Tiers 2 and 3**.



Local Education Agencies

Local education agencies choose high-quality core and supplemental materials and assessments that are aligned with the content a student is learning in the classroom. They ensure that funding and school improvement efforts are clear and prioritized for teachers and school leaders supporting students.



Virginia Department of Education

The Virginia Department of Education provides policies, guidance, and resources across instruction; talent development; funding; and school improvement that reinforces the vision.

School Quality Profiles + Planning Cycles Structure

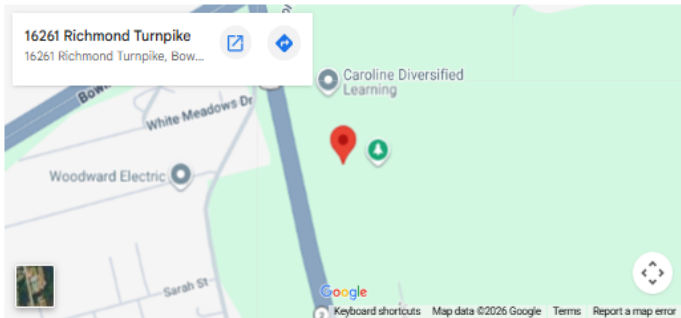
School Quality Profiles

Your task: Discuss the following questions with your team. **Be prepared to report out.**

- Based on your review of your school's School Quality Report, what are your top three challenges?
- Based on your review, what is one actionable step you will take this month to strengthen instructional coherence in your school/division?

Caroline County Public Schools

Map results may not reflect school division or attendance zone boundaries.



GENERAL SCHOOL INFORMATION
Division: Caroline County Public Schools
Division Number: 17
Address: 16261 Richmond Turnpike Bowling Green, VA 22427-2203
Superintendent: Dr. Sarah Calveric
Region: 3
[Division Website](#)
[Schools in this Division](#)

[PRINT REPORT](#)

Summary | Assessments | Enrollment | College, Career, & Military | Finance | School Environment | Teacher Quality | ESSA | Early Learning | MOP

SUMMARY

	Accreditation Status	Performance Level	Framework Score
Elementary Schools			
Bowling Green Elementary	Fully Accredited	Needs Intensive Support	74.5
Lewis and Clark Elementary	Fully Accredited	On Track	85.1
Madison Elementary	Fully Accredited	On Track	84.1
Middle Schools			
Caroline Middle	Fully Accredited	Off Track	78.2
High Schools			
Caroline High	Fully Accredited	Distinguished	92.9

Planning Cycles Structure: Professional Learning Communities Protocol

Now that you have identified your top three challenges and at least one action step to strengthen instructional coherence in your school/division, a Professional Learning Communities Protocol has been provided for a practical approach to ground your work.



Turn and Talk: Scenario C

Your task: Discuss the following scenario with your team. Based on this scenario, map out your Professional Learning Communities Protocol. Be prepared to share out.

Principal Jones directly evaluates the seventh-grade mathematics team at Lincoln High School. During her summer leadership retreat, she identified with her assistant principals and mathematics chair that the pass rate for the Grade 7 Mathematics SOL for all students was 72%; economically disadvantaged students earned a 59% pass rate, a difference of -13%. Principal Jones has the same Grade 7 Mathematics Team this year – two veteran teachers with over 10 years of experience and one third-year teacher, of whom outperformed the veteran teachers by at least 8% in the all students and economically disadvantage areas. The previous year's walkthrough data suggests very tight alignment to HQIM by the (now) third-year teacher, but not as strongly adhered to alignment to HQIM by the veteran teachers.

Based on this information, Principal Jones must develop her first PLC. Using the Professional Learning Community (PLC) Protocol as a guide, how would you (and your team) design the first PLC with this Grade 7 Mathematics Team?



Overview of Supports

Advanced Learning

- Supporting seven [Summer Residential Governor's Schools](#) and nineteen [Summer Regional Governor's Schools](#) hosted in different locations throughout the Commonwealth
- Planning professional development for division level leaders in 2026-2027 to include:
 - Monthly office hours, to be announced in the Virginia Education Update in Summer 2026
 - Counselor workshops in Regions 6, 7, and 8
 - [U.S. Presidential Scholars Office Hours](#)
 - Academic and Career Plan (ACP) Webinars
 - AP-IB-Cambridge Fee Reduction Office Hours
 - Financial Aid ([HB1095, 2026](#)) Webinars
- Upcoming Resources (to be released or published Summer and Fall 2026)
 - VDOE-VCCCS Course Pairing Document
 - [Gifted Annual Report Guidelines](#)
 - U.S. Presidential Scholars website
 - [Advanced Placement Access Pathways](#)
- Providing technical support for the opening of the 20th Academic Year Governor's School: [The New River Valley Governor's School for Arts and Humanities](#)

English

- [2024 SOL Instructional Resources | Virginia Department of Education](#)
 - Professional Learning Webinars
 - Foundations for Reading & Writing (3 Part Series)
 - Planning for Integration
 - Purposeful Planning (3 Part Series)
 - Developing Skilled Readers & Writers
 - Instructional Guide Overviews
 - [Text-dependent Questions: Samples and Resources | Virginia Department of Education](#)
- **NEW! Supporting Literacy Comprehension Across Multiple Access Points Webinar Series**
 - As announced in the Virginia Education Update ([Article 2025-41-625](#)), the Office of English is providing school divisions and literacy leaders with comprehensive support in utilizing multiple strands of the 2024 English *Standards of Learning* to bolster reading comprehension using multiple access points for every grade level. These resources are comprehensive in nature and will support all schools.
 - **Elementary Webinars**
 - Grades K-2: [PPT](#) | [PDF](#) | [Grades K-2 Webinar Recording](#)
 - Grade 3: [PPT](#) | [PDF](#) | [Grade 3 Webinar Recording](#)
 - Grade 4: [PPT](#) | [PDF](#) | [Grade 4 Webinar Recording](#)
 - Grade 5: [PPT](#) | [PDF](#) | [Grade 5 Webinar Recording](#)
 - **Secondary Webinars**
 - o Grade 6: [PPT](#) | [PDF](#) | [Grade 6 Webinar Recording](#)
 - o Grade 7: [PPT](#) | [PDF](#) | [Grade 7 Webinar Recording](#)
 - o Grade 8: [PPT](#) | [PDF](#) | [Grade 8 Webinar Recording](#)
 - o End-of-Course: [PPT](#) | [PDF](#) | [EOC Webinar Recording](#)

English Facilitator's Guides: Released June 2026

- Article 2026-21-250

Field Support: English Facilitator's Guides for Professional Learning

- Topics Include:
 - Unpacking the Standards
 - K-12 Comprehension Walkthrough Tool
 - K-3 Foundational Skills Walkthrough Tool
 - Paired Passages & SOL Assessment Blueprints

The Role of Paired Texts in Literacy Instruction & Connection to the Assessment Blueprint
Division and School Leader Facilitator's Guide | 90-minute session

How to use this Facilitator's Guide: This 90-minute professional learning session is designed to help division and school leaders and educators collaboratively understand and utilize the importance of students reading a variety of genres in order to gain knowledge. The facilitator's guide provides a structured sequence of activities, discussion prompts, and resources to ensure that every participant engages meaningfully with evidence-based literacy practices and the change the 2024 English Standards of Learning provided for pairing texts, participants will leave with actionable insights for classroom practice- this session will ideally be facilitated by a division or building leader.

The guide is organized by time segments to support pacing and focus. Each section includes:

- Topic and Talking Points: Ideas to introduce, model, or discuss.
- Resources: Slides, video clips, and documents from the Virginia Department of Education (VDOE) to anchor learning.
- Collaborative Tasks: Opportunities for educators to read, analyze, and apply the standards and learnings together.

As the facilitator, your role is to guide reflection and conversation. Encourage participants to:

- Understand best practices and research behind paired texts and integration of standards,
- Share insights across grade levels to build coherence and collective understanding of evidence-based instructional practices around paired texts.

By the end of the session, participants should feel confident planning for instruction, strategically and thematically around paired texts as well as how paired passages appear on the Grade 3-EOC Standards of Learning Assessments.

Quick Links to Session Materials:

- [Facilitator's Guide](#)
- [Editable Facilitator Slides](#)
- [Participant Note catcher](#)

Preparation:

Prior to facilitating this session:

Session Setup:

Section	Assessment Item(s)	Sample Guiding Questions:	Notes:

Paired Passages: Embedded in the 2024 English Standards of Learning & The SOL Assessment Blueprint

Grade 3-EOC
Facilitator's Deck to Pair with [Facilitator's Guide](#)

VIRGINIA DEPARTMENT OF EDUCATION

VDOE Summer PD Supporting Literacy Instruction

- June 23rd: VASSP in Williamsburg
 - **Strengthening Instruction: Considerations and Resources to Support Adolescent Literacy and VLA Implementation at the Secondary Level**
- June 29th: VAESP in VA Beach
 - **Instructional Considerations and Resources to Support Literacy Instruction**
- August 4th: CLSD Statewide Literacy Convening in Roanoke
 - **We're excited to announce the CLSD statewide convening to be held August 4, 2026. Division teams are invited to join the VDOE for a statewide, in-person literacy network session on August 4 at the Hotel Roanoke from 9 a.m.- 4 p.m.**
 - **CLSD grantees should send teams of representatives based on division size and the number of grants awarded. Teams should include division literacy leaders, school leaders, reading specialists, and other literacy educators. CSI, ATSI, and TSI schools are encouraged to send similar teams. Non-grantee divisions that are not federally identified should consider sending representatives who can share information and support implementation across schools and divisions. All divisions should use local data and identified needs to determine participation.**

Virginia Literacy Act

- [Virginia Literacy Act | Virginia Department of Education](#)
- Executive Order 4, Governor Spanberger
 - [Virginia Literacy Act Advisory Workgroup Reconvenes Under Executive Order 4 – Apply by March 2](#)
 - The workgroup shall:
 - Recommend improvements to the student reading plan process and implementation, especially in the middle grades;
 - Provide input to the Department of Education as they update student reading plan guidance and templates to align specific Virginia Language and Literacy Screening System skill deficits with evidence-based interventions;
 - Advise the Department of Education on ways to continue to strengthen VAConnects to ensure that the technology meets the needs of the field and that data are being used to improve student outcomes; and
 - Help the Department of Education elevate the importance of early literacy in partnership with associations, divisions, parents, and others.

Mathematics

- Grade 6 and Grade 7 Bridge courses now available in Virtual Virginia- These mini-courses target specific concepts that students struggle with and are intended to prepare students for accelerated middle school coursework. Divisions may download the courses to be taught in summer school classes or enroll students through VVA.
- *Coming soon:* Professional Development
 - **Mathematics Professional Development Microcredentials:** These 8-10 hour virtual courses are housed in Virtual Virginia and are intended to deepen Grades 4-8 teacher conceptual understanding and provide pedagogical support to inform mathematics instruction. Topics include:
 - Number and Number Sense
 - Patterns, Functions, and Algebra
 - Elevating the Mathematics Process Goals to Increase Student Outcomes
 - **Bite-Sized Professional Development:** These ~20 minute recorded professional developments focus on best practice strategies in mathematics. These can be found in VVA or on the VDOE Mathematics webpage in the fall.

Science

- 2018 and 2025 Science Instructional Guides published on the VDOE Science Instruction webpage. Professional development dates provided below.
 - [August 4 at 4:00 p.m.](#)
 - [August 25 at 4:00 p.m.](#)
 - [September 8 at 4:00 p.m.](#)
- Recently Release Resources
 - **Support for Implementing the Scientific and Engineering Practices** ([Word](#) | [PDF](#)): provides strategies, classroom examples, and instructional tools for implementing the Scientific and Engineering Practices outlined in the 2018 and 2025 Science *Standards of Learning*.
 - **Support for Implementing the Crosscutting Concepts** ([Word](#) | [PDF](#)): provides strategies, classroom examples, and instructional tools for implementing the Crosscutting Concepts outlined in the Instructional Guides.
 - **Content support for teaching about particles** ([Word](#) | [PDF](#)): a quick-reference guide for science educators providing clear definitions, examples, non-examples, and grade-level teaching tips for accurately distinguishing commonly confused terms (particles, elements, compounds, molecules, and formula units).
 - **Content support for teaching about waves** ([Word](#) | [PDF](#)): a quick-reference guide for science educators providing clear definitions, examples, and grade-level teaching tips for accurately distinguishing the two types of waves.

Health, Family Life, and Physical Education

- Health & Family Life Education
 - Health and Physical Education teachers are encouraged to review this resource document for the [Key Changes and Considerations](#) to the 2025-2030 Dietary Guidelines for Americans
 - Upcoming Professional Learning opportunities for teachers:
 - The [Adapted Physical Education CTA](#) at James Madison University, June 22-25
 - The [Health and Physical Activity Institute \(HPAI\)](#) at James Madison University, July 12 – 15. Registration is now open.
- Physical Education
 - Information on Executive Order 55 and the [Presidential Fitness Task Force](#)
 - Updated resources for teaching [Adapted Physical Education](#)
- Health, Family Life, Physical, and Driver Education Admin Toolkit to be rolled out at the Health and Physical Activity Institute in July. Virtual professional development for division leaders will be provided in the fall.

Driver Education

The Driver Education specialists are continuing to update the state mandated curriculum in partnership with DMV, VDOT, and other government agencies.

- Consultants are developing resources to strengthen parent involvement, analyze teen crash data, align question banks to DE SOL, improve EL accessibility, provide hands-on learning for complex driving concepts, and support in-car lesson planning for the 7 periods of driving and observation
- All classroom driver education teachers must be licensed and endorsed to teach Driver Education; otherwise, students will not receive their Certificate of Completion (DEC-1 or DEC-8). All classroom and BTW teachers' licenses are reviewed annually to ensure compliance with licensure and to review any DMV violations.
- At the beginning of each school year, and whenever changes need to be made, each local school division and private school providing a driver education program approved by the Department of Education shall furnish to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for that school division or private school.

History and Social Science

- [Instructional Guides](#) were re-released to the field as of February 2026 with resources from external partners, museums, and organizations. Late spring and summer professional learning opportunities have and will continue to spotlight best practices across the field and include office hours to provide support for standards implementation at the division and school levels. To learn more about these offerings, reference the [Virginia Education Update Newsletter | Virginia Department of Education](#).
 - [#2026-22 Virginia Education Update for June 11, 2026](#) - History and Social Science and English Language Learners Summer Resource Review Committees
 - [History and Social Science Summer Professional Development – Starting June 9](#)
- To learn more about the History and Social Science program, visit – [History and Social Science | Virginia Department of Education](#).

Fine Arts

- Review and revision of the K-12 Fine Arts *Standards of Learning* (Dance, Music, Art, Theatre) will take place during the 2026-2027 school year. Standards committees have been selected with representation from each Superintendent's Region.
- Fine Arts Summer Office Hours:
 - [Summer 2026 Professional Learning Webinars for Fine Arts Educators – Starting July 23](#)
- Fine Arts Leadership Program Cohort: VDOE's Fine Arts program invites school divisions to identify fine arts educators to participate in the 2026 Fine Arts Teacher Leadership Program. This new initiative aims to build leadership capacity among dance, music, theatre, and visual arts teachers and prepare them to support division-level professional learning and curriculum development.
 - [Identify Fine Arts Educators for 2026 Fine Arts Teacher Leadership Program – July 17](#)
- The Fine Arts Team has been nominated for a **second time** for an Emmy Award for their work Season 2 of the Blue Ridge PBS Virginia Roots series. Last year, they won an Emmy for Short Form Content!
- To learn more about the Fine Arts program, visit – [Fine Arts | Virginia Department of Education.](#)

World Languages

- [Governor's World Language Academies \(GWLA\)](#) – Over 300 students will be attending the Governor's World Language Academies (Spanish, French, Japanese, German, and Latin).
 - In conjunction with the Governor's World Language Academies, Immersion in Action Workshops will be held for World Language supervisors and teachers who want to deepen their use of target-language immersion in the classroom. Participants will observe live full-immersion language classes, unpack what they see with colleagues, and then design and try out their own immersion-rich lessons.
 - Participants will experience immersion from the student perspective, analyze effective strategies, and practice concrete techniques they can bring back to their own classrooms. The afternoon focuses on collaborative planning, micro-teaching, and peer feedback so participants leave with ready-to-use lesson ideas, materials, and renewed confidence in sustained target-language use.
- To learn more about the World Languages program, visit – [World Language | Virginia Department of Education](#).

Multilingual Learner Instruction

- The [Satchel](#) platform for the field launched fall 2025. It is a web application designed to streamline the alignment of the WIDA English Language Development Standards with the Virginia *Standards of Learning* for English, History and Social Science, Mathematics, and Science.
 - This format provides educators and leaders readily accessible and aligned competencies, skills, and standards that are needed to support the instruction of English Learners in the four core content areas. With this alignment, teachers can confidently design instruction that fosters both language development and academic success across the content areas. This [video](#) provides access about how to navigate and use the Satchel.
- WIDA Webinar Series for School and Division Leaders launched spring 2026 and just concluded. Modules are available now for asynchronous work for school and division leaders. Reference the links below for details and contact information.
 - [VDOE WIDA Webinar Series for School and Division Leaders Spring 2026 – Starting February 11](#)
 - [VDOE WIDA Webinar Series for Educators Spring 2026 – Starting February 11](#)
- Ongoing summer support will include:
 - [WIDA Summer Professional Learning Opportunities – Starting June 24](#)
- To learn more about Multilingual Learner Instruction, visit – [English Learner Education | Virginia Department of Education](#).

Next Steps from Today's Session

- Share and review materials with respective division leaders
- Determine where supports are needed in your school division
- Contact VDOE for additional support



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VDOE Department of Instruction

Communications regarding instructional programs and information from VDOE are sent via the [Virginia Education Update](#) newsletter.



Recognitions

VDOE Celebrates Emmy® Award for Collaboration with Blue Ridge PBS

Article: 2025-25-340

Audience: Superintendents, Directors, School Principals, Teachers

Contact: Kelly Bisogno, Fine Arts Coordinator, Kelly.Bisogno@doe.virginia.gov, Sherry Hatton, Fine Arts Specialist, Sherry.Hatton@doe.virginia.gov

The Virginia Department of Education is proud to celebrate the success of "[Virginia Roots: A Journey into Appalachian Music](#)". Virginia Roots is a co-production of Blue Ridge PBS, PBS Appalachia/Virginia, and the Virginia Department of Education. The series has received the Emmy Award® for Informational and Instructional Long Form Content by the National Academy of Television Arts and Sciences National Capitol Chesapeake Bay Chapter.

The goal of the series is to help music educators find a place for including traditional



To sign up for TeacherDirect, go to the VDOE Website. Click on the Teaching, Learning, & Assessment tab and select TeacherDirect or go to: <https://public.govdelivery.com/accounts/VADOE/signup/12266>

The screenshot shows the Virginia Department of Education website. At the top left is the VDOE logo. To the right are links for 'A-Z Index', 'SSWS Login', 'Contact Us', and 'Translate', along with social media icons for Facebook, X, LinkedIn, and YouTube. A search bar contains the text 'donna carvana'. Below the header is a navigation menu with five tabs: 'Parents & Students', 'Teaching, Learning & Assessment', 'Programs & Services', 'State Board, Data & Funding', and 'About VDOE'. The 'Teaching, Learning & Assessment' tab is selected and expanded, showing a sub-menu with 'Early Childhood Care & Education' and 'Teaching, Learning & Assessment'. Under 'Teaching, Learning & Assessment', 'TeacherDirect' is highlighted with a blue arrow pointing to it. Other items in the sub-menu include 'Performance & Evaluation', 'Financial Support', 'Education Workforce Data & Reports', 'School Climate & Working Conditions', 'Regulations, Standards & Guidelines', 'Professional Learning & Development', 'ALL In VA', and 'Attendance Matters'. The 'ALL In VA' section includes 'ALL In Tutoring', 'Virginia Literacy Act', and 'Attendance Matters'. The 'Early Childhood Care & Education' section includes 'ChildCareVA.com', 'Head Start', 'Preschool', 'Children with Disabilities', 'Readiness Connections Update', 'Building a Unified Early Childhood System', 'VQB5 - Quality Measurement and Improvement (VQB5)', and 'School Readiness and Early Childhood Classroom Learning'. The 'Programs & Services' section includes 'English, Reading, & Literacy', 'Family Life Education', 'Fine Arts', 'Health Education', 'History and Social Science', 'Mathematics', 'Physical Education', 'Science', 'Science, Technology, Engineering & Mathematics', and 'World Language'. The 'State Board, Data & Funding' section includes 'National Assessment of Educational Progress (NAEP)', 'Virginia Alternate Assessment Program (VAAP)', and 'Virginia English Language Proficiency Assessments'. The 'About VDOE' section includes 'Specialized Instruction' (Adult Education, Advanced Learning, Alternative Education, English Learner Education, Virtual Learning, Year Round & Extended Year Schools) and 'Educational Options' (Enrollment in Virginia Public Schools).

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